DOCUMENT RESUME

ED 390 958 UD 030 762

TITLE	Equality Assurance in Schools. Quality, Identity, Society. A Handbook for Action Planning and School Effectiveness.
INSTITUTION	Runnymede Trust, London (England).
REPORT NO	ISBN-0-948080-91-4
PUB DATE	Apr 95
NOTE	145p.
AVAILABLE FROM	Runnymede Trust, 11 Princelet Street, London, England E1 6QH United Kingdom (5.95 British pounds).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Access to Education; Administrators; Citizenship Education; Educational Legislation; Educational Planning; *Educational Practices; Educational Quality; Elementary Secondary Education; *Equal Education; *Ethnic Groups; Foreign Countries; *Minority Groups; Racial Differences; *Racial Identification
IDENTIFIERS	*Great Britain

ABSTRACT

This book's purpose is to help teachers and administrators in British schools review their schools in order to provide a high quality education for every student regardless of ethnic or racial identity or cultural tradition and work towards removing prejudice, harassment, and discrimination. The British legal framework pertaining to equal education and recent national legislation is reviewed, and the key tasks for equality assurance are outlined. They are: (1) ensuring high quality education for all; (2) supporting the development of personal and cultural identities; and (3) preparing all students for full participation in society. Whole school issues are considered, focusing on indicators of good practice for management and organization and for teaching and learning. Indicators of good practice are listed for the basic curriculum areas: art, English, geography, history, mathematics, modern foreign languages, music, physical education, religious education, science, and technology. In addition, indicators of good practice are summarized for the wider school system from local authorities to national bodies and agencies. Some specific areas of controversy are outlined. A final section lists 36 resources for school management and organization and 78 resources related to the basic curriculum. (Contains 2 tables.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 390 958

EQUALITY ASSURANCE IN SCHOOLS

Quality, Identity, Society

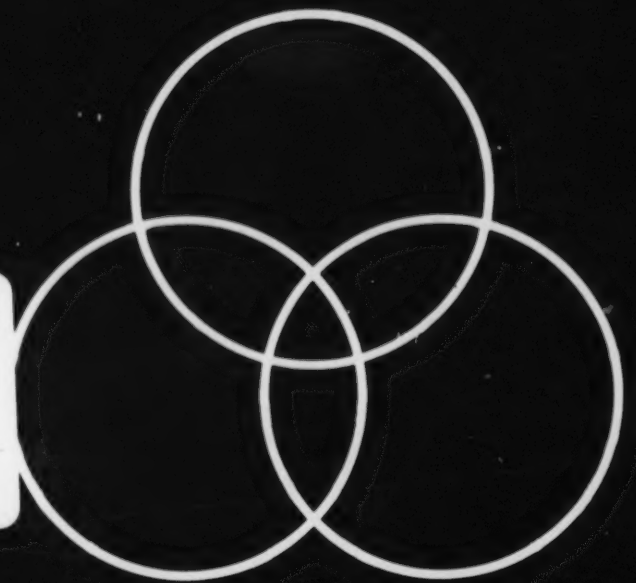
a handbook for action planning and school effectiveness

The Runnymede Trust

UD030762

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robin Richardson
Runnymede Trust
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"



Trentham Books *with* The Runnymede Trust

BEST COPY AVAILABLE

EQUALITY ASSURANCE IN SCHOOLS

Quality, Identity, Society

a handbook for action planning and school effectiveness

Published by Trentham Books for the Runnymede Trust,
11 Princelet Street, London E1 6QH.
April 1993, reprinted June, August and October 1993, June 1994 and April 1995

ISBN 0 948080 91 4

Summary

This book is intended for all schools:

- nursery, primary, middle, secondary
- special, mainstream
- inner-city, rural, suburban
- local authority, grant maintained, independent
- religious and charitable foundations
- city technology colleges

The book's purpose is to help teachers, headteachers and governors review their school in order that they:

- provide a high quality education for every pupil, whatever their ethnic identity, 'race', cultural tradition or community experience;
- support all pupils in their development of personal and cultural identities;
- work towards removing prejudice, harassment and discrimination;
- prepare all pupils for the shared responsibilities of citizenship in modern Britain and the world.

Contents

SUMMARY ii

1 THE LEGAL FRAMEWORK 5
Requirements and expectations in official documents

2 KEY TASKS OF EQUALITY ASSURANCE
- Quality education for all 11
- Personal and cultural identities 12
- Learning for citizenship 14

3 WHOLE SCHOOL ISSUES: INDICATORS OF GOOD PRACTICE
(A) MANAGEMENT AND ORGANISATION
- Policy documentation 17
- The governing body 17
- Staffing and organisation 18
- Parents and community 19
- Playgrounds, corridors and going home 19
- The pastoral curriculum 20

(B) TEACHING AND LEARNING
- Classrooms, laboratories and workshops 20
- Assessment, recording and reporting 21
- Cross-curricular themes 22
- Planning the primary curriculum 24
- Language policy 26

4 THE BASIC CURRICULUM: INDICATORS OF GOOD PRACTICE
- Art 28
- English 30
- Geography 32
- History 34
- Mathematics 36
- Modern Foreign Languages 38
- Music 40
- Physical Education 42
- Religious Education 44
- Science 46
- Technology 48

5 THE WIDER SYSTEM: INDICATORS OF GOOD PRACTICE
- Local authorities 51
- Inspections 52
- Research and development 52
- National bodies and agencies 53
- Training and enterprise councils 53

6 CONTROVERSIES AND TERMS
- Handling controversial issues 55
- Concepts and terminology 57

7 RESOURCES AND BIBLIOGRAPHY
- School management and organisation 61
- The basic curriculum 63
- Useful addresses 68

8 BACKGROUND AND ACKNOWLEDGEMENTS 69

9 TO BE CONTINUED 71

1 The Legal Framework

Requirements and expectations in official documents

The first section of this book consists of extracts from official documents. The purpose is to show that the book's concerns and principles reflect requirements and expectations in the national legislation on education which has come into force since 1988.

> '... the development of pupils ... and of society'
>
> *Education Reform Act, 1988*

Many aspects of the new legislation have the potential to reduce inequality in schools and society. With much legislation, however, there is a gap between intention and implementation. In practice the national curriculum may fail to be inclusive and common to all. Pupils who have been disadvantaged in the past may not be enabled to achieve higher standards and qualifications, or to gain improved access to further and higher education. Indeed, they may be even more disadvantaged than before. Some communities and parents may continue to have insufficient influence and involvement in education. New structures, measures and arrangements may actually increase inequality in schools and society.

Equality Assurance in Schools has been compiled to address these dangers. It recalls that the new legislation provides valuable opportunities and stresses that there is a legal framework for insisting that quality and equality necessarily go together, neither complete without the other.

• • •

The first citation is from the opening section of the Education Reform Act itself:

'The curriculum of a school satisfies the requirements of the Act if it is a balanced and broadly based curriculum which:

a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'

The following extracts are official clarifications of the educational aims set out in the Act, or in subsequent legislation. Although they may not have statutory force, they do have the authority of having been issued by a government department or by a national statutory body as guidance to aspects of the law. They are numbered for later reference.

(1) DES Circular 5/89

This circular explains further how to promote 'cultural development and the development of society...':

'It is intended that the curriculum should reflect the culturally diverse society to which pupils belong and of which they will become adult members'. It includes in its list of requirements: 'responsibilities as a citizen towards the community and society, nationally and internationally'.

(2) DES guidance for schools: From Policy into Practice, 1989

This advises on the full implementation of each pupil's legal entitlement to a broad and balanced curriculum which is also relevant to his or her particular needs.

> '... the culturally diverse society to which pupils belong'
>
> *DES Circular 5/89*

The fact that a school offers a broad and balanced curriculum is not considered sufficient: 'it must be fully taken up by each individual pupil'.

Further, the circular insists that the foundation subjects in themselves do not constitute the whole curriculum which will 'certainly need to include … coverage across the curriculum of gender and multicultural issues'.

> '… coverage across the curriculum of gender and multicultural issues'
>
> *From Policy into Practice, 1989*

(3) DES Circular 16/89, July 1989

This circular advocates the collection of ethnically-based data in order 'to help secure equality of opportunity for ethnic minority pupils'.

It explains that children 'learn best if the teaching they receive is related to, and seeks to draw and build on, what they already know. A school is better equipped to offer each child suitable education if the basic facts about his or her cultural identity - including ethnic origin, linguistic background, and religion - are known'.

The availability of ethnically-based data is also seen as helpful in 'identifying any practices which, however unintentionally, may have the effect of putting children from particular ethnic groups at a disadvantage'.

(4) National Curriculum Council, Guidance Document on the Whole Curriculum, 1990

This confirms that the whole curriculum is much greater than the foundation subjects and includes 'the intangibles which come from the spirit and ethos of each school, its pupils and staff'.

It states that 'a commitment to providing equal opportunities for all pupils, and a recognition that preparation for life in a multicultural society is relevant to all pupils, should permeate every aspect of the curriculum'.

To ensure access to the whole curriculum, schools are therefore encouraged 'to foster a climate in which equality of opportunity is supported by a policy to which the whole school subscribes and in which positive attitudes to … cultural diversity are actively promoted'.

The document specifies further that 'introducing multicultural perspectives gives pupils the opportunity to view the world from different standpoints, helping them to question prejudice and develop open mindedness. Teachers have a major role to play in preparing young people for adult life; this means life in a multicultural, multilingual Europe which in its turn is interdependent with the rest of the world'.

(5) National Curriculum Council Curriculum Guidance on Education for Citizenship, 1990

Under the heading of 'A Pluralist Society' it is suggested that pupils consider such issues as 'the interdependence of individuals, groups and communities; similarities and differences between individuals, groups and communities and their effects; the existence of differences of perception and the ways in which these may be reconciled; Britain as a society made up of many cultures, ethnic groups, faiths and languages; the diversity of cultures in other societies; a study of human development and culture from different perspectives; international and global issues; the origins and effects of racial prejudice in British and other societies'.

> 'a commitment to providing equal opportunities for all pupils … should permeate every aspect of the curriculum'
>
> *National Curriculum Council, 1990*

(6) National Curriculum Council Newsletter, February 1991

A brief article, 'A pluralist society in the classroom and beyond', explains why multicultural education is concerned with more than the needs of pupils from ethnic minority backgrounds and is the professional responsibility of all teachers in all schools: 'It seeks to prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic origins'.

The article also maintains that the national curriculum 'contributes to multicultural education by broadening the horizons of all pupils so that they can understand and contribute to a pluralist society'.

> '... broadening the horizons of all pupils so that they can understand and contribute to a pluralist society'.
>
> *National Curriculum Council, 1991*

(7) National Curriculum Council Circular 11: Linguistic Diversity and the National Curriculum, March 1991

This promotes a supportive approach to bilingualism in the context of the national curriculum and views the fact that many children in English schools regularly speak another language as a positive asset: 'Linguistic diversity ... provides an opportunity for pupils to gain firsthand experience, knowledge and understanding of other cultures and perspectives. It also helps to prepare pupils for life in a multicultural society by promoting respect for all forms of language. Variety of language is a rich resource which schools should use as they implement the National Curriculum'.

(8) Curriculum Council for Wales CCW Advisory Paper 11: Community Understanding, June 1991

This is directed to schools in Wales but has implications for schools in England also. Pupils 'should take responsibility for, and control of, their own lives' and be 'active, participatory, critically reflective members of their communities'. This includes appreciating 'the importance of culture and heritage in determining the language they speak, the clothes they wear, their customs, celebrations and beliefs'.

The paper continues: 'Children soon become aware of the ways in which people are grouped in terms of class, gender, race and age ... Pupils should learn to question the stereotypes produced by social groupings, particularly in the case of gender and race. They need to understand the ways in which cultural diversity can be celebrated and inequality and prejudice combated'.

> '... active, participatory, critically reflective members of their communities'.
>
> *Curriculum Council for Wales, 1991*

(9) Proposals of the Secretary of State for Education and Science, and the Secretary of State for Wales, for physical education, August 1991

This is one example of the several documents on individual subjects, and is quoted here as an example. Equal Opportunity is advocated as 'a guiding and leading principle' and 'as fundamental an entitlement' as the requirements which the

Education Reform Act sets out for a national curriculum.

A learner-centred approach is emphasised: 'Working towards equality of opportunity requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes'.

An important distinction is drawn between equal opportunity and equal access: 'In some schools pupils may be said to have the same access to curriculum physical education, regardless of their sex, religion, ability, or ethnic background. But it may not be the case that these children also have equal opportunities to participate in different activities'.

Some of the less obvious factors that may impede or encourage pupils are listed: 'Children's capacities to take best advantage of the activities provided are affected by the attitudes and expectations of teachers; the preconditions for access which are often implicit; the interactions within mixed sex, mixed ability and multicultural groups; and the previous experiences and abilities of the pupils'.

> '... to question the stereotypes which limit children's behaviour and achievements'
>
> *Proposals for Physical Education, 1990*

In this context the document also emphasises the importance of the teacher's role, which 'should be to foster respect for fellow human beings; to question the stereotypes which limit children's behaviour and achievements; and to challenge, when necessary, instances of sexism and racism'.

(10) Her Majesty's Inspectorate Annual Report on Education in England 1990-1991, January 1992

Evaluating progress in the initial implementation of the Education Reform Act this report records difficulties of primary schools 'serving areas of marked social and economic disadvantage' (paragraph 33), and notes of secondary schools that among particular groups 'standards remain worryingly low: the less academically able, pupils from some ethnic minority backgrounds and those in disadvantaged areas continue to underachieve'.

It specifies further: 'There was substantial underachievement by some groups of ethnic minority pupils in Key Stage 3 and GCSE. Of particular concern was the lack of success of Black British (Caribbean) boys and pupils of Bangladeshi origin' (paragraph 52).

With regard to equality of opportunity, HMI report :

'Progress on equal opportunities is best described as patchy. In some schools and colleges, awareness of the take-up of educational opportunities as between the sexes and among ethnic minority groups is high; in others it is totally inadequate. Most institutions have policies for promoting equality of opportunity but too often the gap between policy and practice is unacceptably wide' (Paragraph 28).

> 'Progress on equal opportunities is ... patchy ... too often the gap between policy and practice is unacceptably wide'
>
> *HMI Report, 1992*

(11) Her Majesty's Chief Inspector of Schools Framework for the Inspection of Schools, autumn 1992

'Adherence to this Framework ... will be a condition of registration for all Registered Inspectors under Section 10 of the Education (Schools) Act 1992'. Section 6.3 (ii) is entitled Equality of Opportunity and begins with a summary of

evaluation criteria: 'The school's arrangements for equality of opportunity are evaluated by the extent to which:

- all pupils, irrespective of gender, ability (including giftedness), ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible;
- the school meets the requirements of the Sex Discrimination Act (1975) and the Race Relations Act (1976)'.

> '... the school meets the requirements of the Sex Discrimination Act (1975) and the Race Relations Act (1976) ...'
>
> *Framework for the Inspection of Schools, 1992*

Evidence should include:

a standards of achievement of individuals and groups;

b assessment of pupils' needs within the curriculum;

c the school's stated policy for equal opportunity;

d admission policies, intake, exclusions;

e curriculum content and access;

f class organisation and management, teaching and differentiation;

g the use made of support teachers, bilingual assistants and other provision under Section 11 of the Local Government Act 1966;

h pupils' relationships;

The report should include evaluation of:

- the school's policy and practice for equality of opportunity and the effects on the quality of learning and standards of achievement;
- how well the policy is understood, implemented and monitored in terms of opportunities and support arrangements for individuals and different groups;
- where appropriate, a judgement about the use of provision under Section 11 of the Local Government Act 1966; and
- any key points for action in relation to equality of opportunity.

12) Department for Education
Choice and Diversity: a new framework for schools, July 1992

This opens with the Prime Minister's statement that the Government is determined 'that every child in this country should have the very best start in life'. The overall aims of policy are summarised as follows:

'The overriding aim of Government policy is continuously to raise the standards achieved in schools by pupils of all abilities. The structure of the school system must be judged according to how far it contributes to, or detracts from, the achievement of that aim.'

The paper stresses that 'it is the responsibility of the Government and the education service to provide pupils everywhere with the same opportunities. The reality all too often is that some pupils are deprived of that right'.

• • •

In addition to the requirements and expectations embodied in the Education Reform Act, there is legislation relating to race equality in the Children Act and in the Race Relations Act. Some of the practical implications of the latter have been set out in *Lessons of the Law: a casebook of racial discrimination in education*, published in 1991 by the Commission for Racial Equality.

Further, the education system in the United Kingdom has important obligations under international human rights law. These are summarised on pages 59-60.

On page 59 there is explanation of the legal concepts of direct and indirect discrimination, and on pages 57-58 there are notes on ways in which certain key terms are used in this book – equality, ethnicity, 'race', racism, culture.

> '... key points for action in relation to equality of opportunity'
>
> *Framework for the Inspection of Schools, 1992*

BEST COPY AVAILABLE

2 KEY TASKS OF EQUALITY ASSURANCE

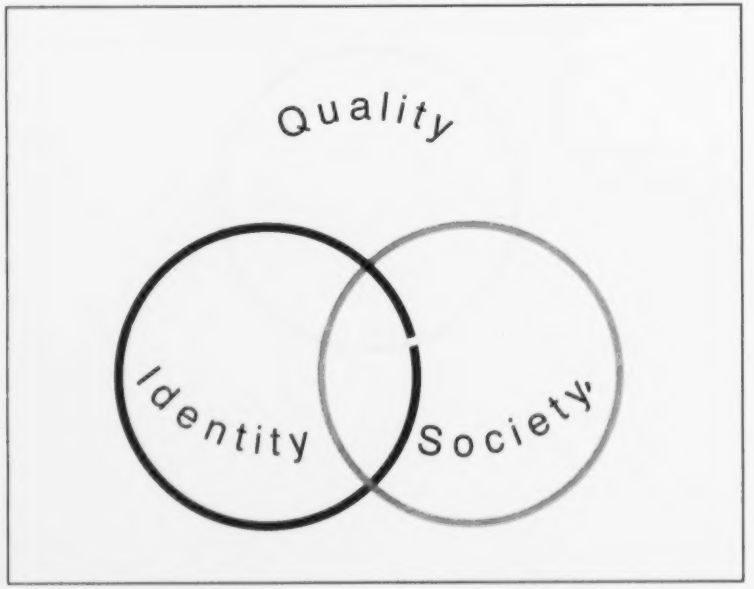
The three key tasks with which this book is concerned may be extracted from the official documents quoted in the first section. They are as follows:

(1) How to ensure high quality education for all pupils

(2) How to support the development of cultural and personal identities

(3) How to prepare pupils for full participation in society.

The three tasks are relevant to all schools. They are inter-connected but each may also be considered separately - as illustrated by the diagram below. In this section of the book each of these tasks is outlined and supported by references to the official documents cited on pages 5-10.



(1) Ensuring high quality education for all

The National Curriculum Council stresses that every school should be concerned with providing equality as well as excellence (document 4). The Secretaries of State, in their proposals for physical education, emphasise equal opportunity as a guiding and leading principle in all curriculum planning (document 9). The DES circular on ethnically-based statistics emphasises the importance of learner-centred approaches and therefore of identifying any practices which, however unintentionally, may have the effect of disadvantaging children from particular ethnic groups (document 3).

The new Framework for Inspection requires that inspections should scrutinise and judge the effectiveness of a school's efforts to provide equality of opportunity (document 11). The 1992 White Paper asserts that the education service must 'provide pupils everywhere with the same opportunities' (document 12).

However, in their review of initial progress in implementing the National Curriculum, inspectors criticise schools for paying inadequate attention to equality issues and note that the gap between policy and practice is 'unacceptably wide' (document 10). For example, the average attainment of children who live in areas of social and economic disadvantage is lower than the average attainment of children from materially well-off homes; in certain subjects at 16+ there are marked differences between the average attainments of girls and boys, with higher attainment for girls in English and modern languages, and higher attainments for boys in science and technology; the average attainment of children from certain (though not all) minority ethnic communities and backgrounds is lower than that of the rest of the population.

These differences in average attainment, connected with differences of class, gender and ethnicity, are well known. However, they should not influence

expectations of any one particular child. Schools would be wrong to accept the view that inequalities in the outcomes of schooling merely reflect inequalities and differences in wider society, and that there is nothing that education can do to counter them.

Both research and practical experience show that schools can and do 'matter' - they really can make significant differences to young people's lives and life-chances, for there are specific measures which they can take to avoid perpetuating inequalities in wider society. Schools therefore have a crucial role to play in promoting equality, even though they are constrained by factors over which they have no control, and for which they are not responsible: for example in the economy and the housing system, and in the overall climate of public opinion.

Governors, teachers and headteachers are rightly concerned with providing and assuring quality, and the highest possible standards of achievement. This necessarily, however, involves attention to issues of equality as well. Quality and equality strengthen and support each other, and neither is complete without the other. A school has to do as much as it reasonably can to ensure that it provides genuine equality of access, opportunity and treatment for all.

Such equality is not merely a matter of 'offering' opportunities; rather, it is a matter of taking positive action to ensure that opportunities are taken up and used. This point is well made in document 2, quoted earlier: It is not enough, asserts the Government's document *From Policy into Practice*, for a broad and balanced curriculum to be offered by a school: 'it must be fully taken up by each individual pupil'.

In so far as the concern for quality does not include a concern for equality then responses to the Education Reform Act and related legislation are inadequate.

(2) Cultural Development – supporting personal and cultural identities

Cultural development is a major objective of the Education Reform Act, and is considered essential both for each individual pupil and for society as a whole. It is within this framework that official documents emphasise the importance of 'positive attitudes to cultural diversity' and 'multicultural perspectives' (documents 4 and 6), and 'embracing the opportunities offered by diversity' (document 9).

> Class 4, Averton School, Midham Road, Formley, near Norcester, East Midlands, England, United Kingdom, Europe, The World, The Solar System, The Milky Way, The Universe.

Children sometimes describe themselves in terms similar to those shown in the quotation above. Such a picture of the world expresses a strong sense of personal identity, primarily centred on the immediate environment and then spreading into the wider world. It is an important priority that pupils should know and understand their immediate environment and appreciate 'the importance of culture and heritage in determining the language they speak, the clothes they wear, their customs, celebrations and beliefs' (document 8).

However, the tasks of establishing and maintaining a sense of personal identity alongside others are only partly reflected in that picture of the world. For each child may have a range of loyalties, allegiances and identities that need to be held in balance. Similarly society as a whole has to work out a balance between diversity on the one hand and shared values on the other.

Every individual may take part in a range of different cultures and communities. Some of these may be at variance with each other. Many are interrelated and continually exchanging with each other. All are in a state of development, affected both by internal tensions and by external factors often beyond their control. Not all cultures and communities have equal status: the formation of personal identities may therefore take place within contexts of uneven power and influence.

Teachers and schools have increasingly complex and difficult tasks in their responsibilities to a wider society, and in the support they give to each child or young person in their care. Each child or young person needs to develop a sense of identity which is:

- confident, strong and self-affirming, as distinct from uncertain, ashamed or insecure;
- open to change, choice and development, as distinct from unreflective, doctrinaire and rigid;
- receptive and generous towards other identities, and prepared to learn from them, as distinct from wishing to exclude or to be separate.

Each individual's combination of identities and loyalties is unique, and alters over time. At any one stage each has particular priorities, difficulties, needs and opportunities. It is difficult to generalise about the objectives which schools and teachers need to have in mind. However, a possible scheme of objectives is set out on in Table One, using the conventional headings of

(a) knowledge and understanding

(b) skills

(c) attitudes.

The scheme places emphasis not only on learning about diversity but also on values and concerns which different communities and cultures have in common.

Table One : Personal and Cultural Identities
A Summary of Objectives

KNOWLEDGE AND UNDERSTANDING

- knowledge of the history and development of one's own cultural traditions, and of the ways in which these both foster and constrain one's own personal identity;
- knowledge of the history of different cultural traditions within Britain, Europe and the wider world;
- knowledge of the physical, social and psychological needs which human beings have in common, including nutrition and shelter, and values relating to freedom, self-respect, belonging, and a sense of meaning and purpose;
- knowledge of the various ways in which different cultures, communities and societies respond to these fundamental needs and moral concerns;

SKILLS

- ability to contribute to one's own cultural traditions, including the traditions of mainstream public, cultural and political life;
- ability to learn from different cultural experiences, norms and perspectives, and to empathise with people with different traditions;
- ability to analyse and criticise features of cultural traditions, and to identify instances of prejudice, intolerance and discrimination;
- ability to engage in discussion, argument and negotiation with people with traditions other than one's own;

ATTITUDES

- willingness to sustain the positive aspects of one's own traditions, and therefore willingness to be constructively critical when appropriate;
- willingness to learn from different traditions, cultures and identities;
- willingness to challenge instances of prejudice, intolerance and discrimination;
- willingness to accept reasonable and equitable procedures for resolving conflicts.

(3) Learning for citizenship - Preparing for full participation in society

The Education Reform Act refers to the 'opportunities, responsibilities and experiences of adult life', and a subsequent circular emphasises that this includes 'responsibilities as a citizen towards the community and society nationally and internationally' (document 1). The National Curriculum Council outlines what education for citizenship involves in practical terms, and mentions the importance of studying 'human development and culture from different perspectives, international and global issues, and the origins and effects of racial prejudice in Britain and other societies' (document 7). The Curriculum Council for Wales asserts that pupils should 'take responsibility for, and control of, their own lives' and be 'active, participatory, critically reflective members of their communities' (document 8).

In Table Two there is a statement about learning for citizenship from the Council of Europe. It was explicitly commended for British schools in the report of the Speaker's Commission on Citizenship, *Encouraging Citizenship* (HMSO 1990), and is cited also in *Community Understanding* issued by the Curriculum Council for Wales (document 8). There is further information about the European Convention on Human Rights, with particular reference to the right to non-discriminatory education, on page 60.

The Council of Europe places considerable emphasis on the study of law, and on studying 'various forms of injustice, inequality and discrimination, including sexism and racism'.

Further, it emphasises the importance of a school's climate and ethos: 'Democracy is best learned in a democratic setting where participation is encouraged, where views can be expressed openly and discussed, where there is freedom of expression for pupils and teachers, and where there is fairness and justice'.

Key concepts of learning for citizenship are summarised not only in the statement from the Council of Europe but also in the 'Charter of Rights' reprinted on this page. It was written and developed by Year 3 children at a school in Manchester, and is a vivid reminder that learning for citizenship involves not only the formal curriculum which is taught directly but also the 'hidden' curriculum in relationships and rules, and in a school's general atmosphere and ethos.

CHARTER OF RIGHTS

Every child has the right:

not to have to fight
to expect people to be kind
not to be made fun of
not to be made sad
not to be scared of the teachers
to have friends
not to be scared to come to school
to be safe

- year 3 children at a Manchester school

TABLE TWO: HUMAN RIGHTS IN THE SCHOOL CURRICULUM

COUNCIL OF EUROPE

The understanding and experience of human rights is an important element of the preparation of all young people for life in a democratic and pluralistic society. It is part of social and political education, and it involves intercultural and international understanding.

Concepts associated with human rights should be acquired from an early stage. For example, the non-violent resolution of conflict and respect for other people can already be experienced within the life of a pre-school or primary class.

Opportunities to introduce young people to more abstract notions of human rights, such as those involving an understanding of philosophical, political and legal concepts, will occur in the secondary school, in particular in such subjects as history, geography, social studies, moral and religious education, language and literature, current affairs and economics.

Human rights inevitably involve the domain of politics. Teaching about human rights should, therefore, always have international agreements and covenants as a point of reference, and teachers should take care to avoid imposing their personal convictions on their pupils and involving them in ideological struggles.

SKILLS

The skills associated with understanding and supporting human rights include:

i. **intellectual skills, in particular:**
- skills associated with written and oral expression, including the ability to listen and discuss, and to defend one's opinions;
- skills involving judgement, such as:
  - the collection and examination of material from various sources, including the mass media, and the ability to analyse it and to arrive at fair and balanced conclusions;
  - the identification of bias, prejudice, stereotypes and discrimination;

ii **social skills, in particular:**
- recognising and accepting differences;
- establishing positive and non-oppressive personal relationships;
- resolving conflict in a non-violent way;
- taking responsibility;
- participating in decisions;
- understanding the use of the mechanisms for the protection of human rights at local, regional, European and world levels.

This statement is part of the appendix to the Council of Europe's Recommendation No R (85) 7 of the Committee of Ministers to Member States on Teaching and Learning about Human Rights in Schools, adopted by the Committee of Ministers on 14 May 1985.

A variety of phrases have been used over the years in primary and secondary education to refer to this area of the curriculum: moral education; education for citizenship; political education; education for democracy; personal, social and health education. A brief discussion of these phrases helps to outline the field as a whole.

Moral education

Moral development is one of the key references in the opening section of the Education Reform Act, and receives considerable emphasis in the Government's White Paper of summer 1992. The term moral education refers to pupils learning to make ethical choices with regard to both personal and public issues, and the key concepts include justice, respect for others, and caring. The summary of the principal values in the White Paper of summer 1992, *Choice and Diversity*, was as follows: 'respect for people and property; honesty and consideration for others; trust, fairness and politeness'. These values appear in the Council of Europe's statement reprinted on page 15. The Council's statement also contains, however, several additional important references, and it focuses on key skills.

Education for citizenship

The term education for citizenship is officially encouraged by the National Curriculum Council. The Council's guidance document on the subject lists 8 main areas of study: the nature of community; roles and relationships in a pluralist society; the duties, responsibilities and rights of being a citizen; the family; democracy in action; the citizen and the law; work, employment and leisure; public services. These themes, as the guidance document indicates, provide a framework for studying racism, race equality and social justice.

The guidance provided by the Curriculum Council for Wales similarly lists 8 components: becoming a member of a community; patterns of social life; active citizenship; human rights; participation in decision-making; order, conflict and change; people, work and the distribution of resources; values and beliefs.

Political education

The term political education was used by the Swann Report (Her Majesty's Stationery Office, 1985) to describe an area of the curriculum relevant to 'the contribution of schools in laying the foundations of a genuinely pluralist society and in countering the influence of racism'. The Report defined political education as 'the process whereby a young individual learns how to claim the right of a member of a democratic society and to have a say in how it affects him or her'.

It envisaged that political education should be centrally involved with teaching and learning about racism: 'In . . . learning how racism can operate, youngsters from both the minority and majority communities may be better able to understand and challenge its influence and to consider positive and constructive changes to reflect the values of a pluralist society'. The disadvantage of the term 'political education', as the authors of the Swann Report themselves recognised, is that it has acquired connotations of indoctrination, and is therefore too easily misunderstood.

On the subject of indoctrination, the European Court of Human Rights has declared that knowledge or information included in the curriculum must be 'conveyed in an objective, critical and pluralistic manner'. The full legal reference is on page 60.

Personal, social and health education

Personal, social and health education (PSHE) provides a valuable framework for teaching the skills and concepts relating to citizenship.

3 WHOLE SCHOOL ISSUES

A Management and Organisation

Introductory note

Part Three of this book is concerned with whole-school issues to do with management and organisation (sections 1-6) and general matters of teaching and learning (sections 7-11). Each separate section consists of indicators relating to the three components of Equality Assurance which have been discussed on pages 11-16: (a) ensuring high quality education for all; (b) supporting the development of cultural identities, and (c) learning for citizenship.

1 Policy Documentation

1.1 The school's formal statement of aims, drawn up according to the requirements of the 1986 Education Act, contains reference the three tasks of equality assurance: (a) ensuring high quality education for all, (b) supporting the development of personal and cultural identities, and (c) preparing for full participation in society.

1.2 The school's current development plan similarly contains reference the three tasks of equality assurance: (a) ensuring high quality education for all, (b) supporting the development of personal and cultural identities, and (c) preparing for full participation in society.

1.3 All other policy documents - including, for example, the school's policy on sex education, its priorities for INSET and staff development, its requirements and guidelines on dealing with bullying, and its curriculum and assessment guidelines in each subject or curriculum area - refer to the three tasks of equality assurance.

1.4 Policy documentation makes connections between race, gender and class as dimensions of equality and inequality.

1.5 There is a code of practice, outlining specific procedures to be followed, for recording and dealing with racial and sexual harassment, as also with other kinds of abuse and bullying, on the school premises, and on journeys to and from school.

1.6 All staff, both teaching and non-teaching, contribute to the formulation, development and review of policy documents. Also all governors are involved, and whenever appropriate steps are taken to enable all parents to contribute.

1.7 Steps are taken to ensure that all new staff are familiarised, as part of their induction programme, with the school's equality policies and the reasons for them.

1.8 Pupils know the school's commitments and requirements on issues relating to equality and have opportunities, appropriate to their age, to contribute to policy formulation and development, and to review and updating.

1.9 Wherever appropriate, policy documents are available, in summary, in part or in whole, in languages used in communities which the school serves.

Please note: useful books on general policy issues are listed in the bibliography on page 61.

2 The Governing Body

2. 1 The Governors ensure that they receive training in fair employment practices and procedures.

2. 2 There is written guidance on fair employment practices and procedures in the recruitment of new staff, and with regard to internal appointments and promotions.

2. 3 The Governing Body takes steps to ensure that its own membership is adequately

representative of the communities which the school serves, in terms of ethnicity, gender and class.

2. 4 When receiving and considering numerical data on the school's intake and performance - including the results of end of key stage testing, truancy, exclusions and suspensions, and destinations of school leavers - the Governors study statistical breakdowns in relation to ethnicity and gender, and so far as possible also to social disadvantage. They make or endorse decisions aiming to address inequalities which are revealed by the data.

2. 5 When discussing and negotiating arrangements for a school inspection, the Governors specify detailed respects in which they wish the inspection team to report on equality issues in the curriculum and school organisation, and they consider with the team the criteria which will be used.

2. 6 When formulating and reviewing the school's annual budget, Governors take account of equality issues and allocate earmarked funds accordingly: for example with regard to staff training and development, the use of support staff, the involvement of parents, and the provision of extra teaching.

2. 7 The Governors receive and consider reports, reviews and audits on the main ways in which the school addresses issues relating to race equality and cultural diversity, and make recommendations and decisions as appropriate.

3 Staffing and Organisation

3. 1 Inservice and staff development programmes are centrally concerned with ensuring high quality education for all; (b) supporting the development of cultural identities and (c) preparing for full participation in society.

3. 2 The staffroom culture is open and positive in its treatment of equality issues.

3. 3 Training for the staff appraisal scheme includes attention to equal opportunities issues, for example with regard to skills of self-review, and to counselling for professional and career development.

3. 4 When forming teaching groups and tutor groups the school takes into account the equality implications, in particular with regard to ethnicity and gender. For example, it avoids the creation of unbalanced groupings, and it considers the possibility of bias and stereotyped ideas about pupils' potential and motivation.

3. 5 The pastoral system provides opportunities for teaching and learning about race equality and cultural diversity. It provides equally for the needs of all pupils, and takes steps to ensure that possible discrimination is avoided in the use of sanctions and rewards.

3. 6 A senior member of staff, perhaps supported by a representative group or working party of other staff, has been designated to take responsibility for ensuring a coherent and coordinated approach to issues relating to race equality and cultural diversity.

3.7 The programme for personal, social and health education includes reference to challenging racism, and to diversity of moral views and values in wider society.

3.8 There is a programme of support, as appropriate, for ensuring that bilingual pupils have access to the full curriculum.

Please note: several of these points are expanded in later sections of this chapter. See in particular section 6 on the pastoral curriculum and section 8 on assessment.

4 Parents and Community

4.1 Ethnic minority parents are proportionately as involved as other parents in activities such as: representation on the governing body; assistance in classrooms and on outings; attendance at parents evenings; fundraising; careers guidance; use of special facilities for parents; the development of profiles and records of achievement; and support for home reading and home mathematics schemes.

4.2 The school's arrangements for receiving and welcoming visitors are appropriate and accessible for parents of all backgrounds.

4.3 Information material for parents and potential parents is reader-friendly, and is available in languages other than English as appropriate.

4.4 Parents and members of the local community are frequently involved in the curriculum of the school, for example by giving talks, contributing to storytelling and oral history projects, providing classroom support and assistance, and assisting with careers guidance.

4.5 Work experience in secondary schools is integrated with classroom work, and this includes reference to stereotyping, racism and sexism in workplaces, and to rules and procedures on equal opportunities, and codes of practice on harassment.

4.6 A school which decides to use a syllabus for religious education other than the one developed in its former LEA consults closely with parents about which syllabus to choose, and with leaders of the local faith communities to which pupils belong.

5 Playgrounds, Corridors and Going Home

5.1 All pupils are aware that there are school rules prohibiting racial harassment, abuse, grafitti and name-calling: in the playground, corridors and toilets, etc, and on journeys to and from school.

5.2 All staff, including non-teaching staff, are familiar with formal procedures for recording and dealing with bullying and racist incidents.

5.3 All staff are vigilant with regard to behaviour amongst pupils, and ensure that they are as familiar as possible with pupils' experiences of bullying.

5.4 Pupils are involved in drawing up and agreeing principles and codes of practice relating to bullying, and to racial and sexual harassment, and play a part in dealing with incidents.

5.5 Parents are involved in agreeing principles and procedures for dealing with bullying and harassment, and in dealing with specific incidents.

5.6 There is coverage within the curriculum of interpersonal behaviour amongst pupils, including racist name-calling and bullying, and this is linked with wider issues of learning for citizenship and participation in society.

5.7 Staff accept responsibility for helping to ensure that play and leisure areas encourage and promote positive and cooperative behaviour amongst pupils.

Please note: useful books on pupil behaviour and pastoral care are listed in the bibliography on page 62.

BEST COPY AVAILABLE

6 The Pastoral Curriculum

6. 1 The pastoral system provides opportunities for pupils to take a holistic view of their own learning, progress, behaviour and development, and to develop self-esteem, confidence and motivation in all aspects of their lives, so that there is no artificial split between the academic curriculum and the pastoral.

6. 2 There are established ways of gaining pupils' perceptions of the curriculum and of general school organisation, and of showing that their views, concerns and suggestions have been taken into account.

6. 3 Pupils have opportunities, appropriate to their maturity, to contribute to reviews and discussions of the school's behaviour management policies, including discipline, sanctions and rewards, customs and conventions, and codes of behaviour.

6. 4 Staff development programmes include listening and counselling skills, and are sensitive to issues in cross-cultural communication and interaction which can cause misperceptions and misunderstandings.

6. 5 There are structures and procedures for ensuring that staff know and share relevant information about pupils' personal and home circumstances, and for ensuring that confidentiality is safeguarded.

6. 6 Teaching and support staff develop shared views and standards in relation to pupils' behaviour, and are aware of ways in which their own expectations and actions may influence the behaviour and learning of pupils.

6. 7 Staff and other adults at the school are seen to have mutual respect in their interactions and relationships with each other.

6. 8 All pupils have opportunities to take responsibility for administrative tasks in classrooms and in school organisation, including responsibilities for younger pupils and welcoming visitors to the school.

6. 9 Measures are taken to monitor and deal with disaffection amongst pupils before it becomes expressed in unacceptable behaviour and truancy.

6. 10 There is coverage within the curriculum of interpersonal behaviour amongst pupils, including racist name-calling and bullying, and this is linked with wider issues of learning for citizenship and participation in society.

Please note: useful books on pupil behaviour and pastoral care are listed in the bibliography on page 62.

B TEACHING AND LEARNING

7 Classrooms, Laboratories and Workshops

7.1 All pupils are aware that staff have very high expectations of them, and are continually challenged to reach higher standards.

7.2 There is a range of teaching styles, including those which foster motivation and a sense of personal worth by drawing on pupils' own personal experience.

7.3 Classrooms, workshops and laboratories are managed in such a way that all pupils feel engaged in learning, and all are motivated to persevere and contribute.

7.4 Staff foster a positive atmosphere of mutual respect and trust amongst pupils, in which all pupils feel affirmed, and feel safe and unthreatened.

7.5 Both in teaching and in assessment appropriate use is made of practical tasks and activities, objects and artefacts, and pictorial and visual materials.

7.6 Displays and resources, including displays of pupils' work, reflect a multi-ethnic and multi-cultural society and world.

7.7 Displays and resources contain positive, non-stereotypical and challenging images in relation to gender, ethnicity, nationality, culture, disability, age and religion.

7.8 When working together collaboratively in groups, pupils learn from a diversity of cultural experiences, perspectives and viewpoints.

7.9 On class outings and when receiving visiting speakers, pupils learn from a diversity of experiences, perspectives and viewpoints.

7.10 Displays and resources contain a variety of languages and scripts.

7.11 Support staff, including those who are employed to assist bilingual or multilingual pupils, work in tandem with the class or subject teacher, and play a full part in classroom management.

7.12 Staff have information on pupils' home and community languages.

7.13 Staff follow agreed procedures for dealing with racist, mistaken or insensitive comments made by pupils during class discussions.

7.14 Staff have discussed and agreed approaches to assessment to ensure that there is no bias which would disadvantage ethnic minority pupils. If appropriate, the school has in this connection arranged for bilingual approaches to assessment, as recommended by the National Curriculum Council and the Schools Examinations and Assessment Council (NCC Circular No. 11).

Please note: useful books on teaching methods and approaches are listed in the bibliography on page 62.

8 Assessment

8.1 The school has a written policy on assessment which emphasises that the overriding purpose of assessment is to improve teaching and learning.

8.2 The policy includes reference to, but is not restricted to, national standardised tests and public examinations. All staff are familiar with it, and it is provided to parents and older pupils. It contains most or all of the points listed below.

8.3 It is recognised that assessment has a variety of forms, uses and purposes - eg diagnosing difficulties, providing feedback to pupils, setting objectives and targets, improvement of teaching, informing parents, providing paper qualifications, forming teaching groups, determining specialist provision, influencing careers, assisting with record-keeping and contributing to accountability.

8.4 Assessment is seen as part of the learning process, not as something which happens after learning has finished.

8.5 Self-assessment, and negotiated assessments between teachers and pupils, are seen as valuable ways of increasing motivation and commitment.

8.6 All pupils have full opportunities to show what they know and can do, and therefore to benefit from assessment. Assessment tasks and tests are not culturally exclusive in their assumptions and reference points; may involve pupils using their first language rather than English; may be conducted orally rather than in writing; may involve bilingual staff; and may involve visual illustrations and practical activity as well as language.

8.7 Teachers are aware that their own expectations of pupils influence their own practice and pupils' motivation. They therefore take great care, both as individuals and collec-

tively, to avoid describing and categorising pupils in ways which may unfairly restrict their opportunities. Stereotypical assumptions are not made about the aptitudes or interests of any ethnic group.

8.8 If assessment is used to form teaching groups, it is not assumed that attainment in one subject is necessarily a sufficient guide to potential in another. Staff avoid forming fixed expectations of individual pupils on the basis of the teaching group to which they have been assigned. Allocations to teaching groups are kept under continual review, particularly when they may affect or determine the public examinations for which pupils are entered.

8.9 Assessment of English is clearly separated from assessment of other knowledge and skills.

8.10 Decisions relating to examinations, tiers of entry and levels of National Curriculum test are based on informed and accurate observation and assessment of attainment, not on subjective impressions and not on judgements of pupils' behaviour.

8.11 Staff use a range of methods for recording and reporting the results of assessment, including profiles and Records of Achievement as well as tests. Both pupils and parents see test results within the wider context of profiling or a Record of Achievement.

8.12 A pupil's profile or Record of Achievement takes account of bilingual skills, oral and written, and to out-of-school community involvement (youth organisations, children's clubs, charities, religious bodies, supplementary schools).

8.13 There are agreed marking policies amongst staff, and this is made known to pupils and parents.

8.14 Where assessment is used to make 'league tables' of any kind, within or between schools, the concepts of progress and added value are emphasised, i.e. high attainment can be accompanied by poor progress, and vice versa.

8.15 Pupils' attainments are monitored by ethnicity and gender, so that positive steps may be taken to remove any obstacles or disadvantages which may impede learning.

8.16 Tests and other assessment measures are culturally inclusive and sensitive.

8.17 From time to time the school invites 'a critical friend' from outside to look at the ways in which the assessment policy is working in practice, particularly in relation to equality issues.

Please note: useful books on assessment are listed in the bibliography on pages 62-63.

9 Cross-Curricular Themes

9.1 Whatever the school's arrangements for ensuring that the national curiculum's cross-curricular themes are incorporated into the foundation subjects, there is attention to the 3 themes of equality assurance: (a) ensuring high quality education for all, (b) supporting the development of personal and cultural identities, and (c) preparing for full participation in society.

9. 2 In *Economic and Industrial Understanding* there is reference to migration within and between countries, with particular reference to migration to Britain in the post-war period; to interdependence in the world economic system; and to the skills and understandings which pupils need in order to explore the economic aspects of their own lives, and to play an active part in the economy as producer, consumer and citizen.

9. 3 In *Environmental Education* there is reference to ecology and environmental issues in a range of countries and cultures, and to the global system as a whole; to the need for international and intercultural cooperation to resolve problems and conflicts of interest; and to the knowledge, values and skills which pupils themselves need to protect and improve their immediate environment.

9. 4 In *Health Education* there is reference both to commonalities and to diversity in healthy lifestyles and patterns of behaviour, and in conceptions of physical, social and mental well-being; and to the knowledge and capacities which pupils need in order to make informed choices regarding health, and to exercise their rights and responsibilities in relation both to themselves and others.

9. 5 In *Careers Education and Advice* there is reference to self-knowledge and decision-making skills; to issues of equal opportunities and discrimination in the workplace; and to the ways in which career opportunities are affected by the local, national and international economy.

9. 6 There is ethnic monitoring of the destinations of school leavers, and action is taken to counter any imbalances which are identified.

9. 7 Care is taken to ensure that guidance and counselling do not reinforce patterns of discrimination, and that on the contrary they reflect principles of positive action.

9. 8 Work experience is integrated with classroom work, and this includes reference to stereotyping, racism and sexism in workplaces, and to rules and procedures on equal opportunities, and codes of practice on harassment.

9. 9 In *Education for Citizenship* there is attention to the themes and concerns summarised on pages 14-16 of this book, and to issues of personal and cultural identity, as summarised on pages 12-13.

10 Planning the Primary Curriculum

On pages 24-25 there is a chart showing a holistic view of the primary curriculum, and how the main themes of this book may be combined in practical planning. The chart is intended to be a useful aide-memoire during the planning process, and in processes of evaluation and review.

Planning the Primary Curriculum

Programmes of Study

Pupils explore:

- aspects of their own and others' personal and cultural identity (eg. allegiances, religious beliefs, experiences and feelings ...)
- issues in social and political life (eg. rights and obligations, power differences, conflicts of interest, justice and fairness ...)
- values and concerns which humans have in common (eg. trade, shelter, relationship with the environment, stages of life, decision-making ...)

Children encounter:

Languages, oral traditions, literary heritages, musical forms, beliefs, developments in science and technology, mathematics and games significant to children and their families, together with some reference to their social contexts.

Pupils' existing knowledge (eg. language, family or community history, migration, experience of diversity ...) is built upon and extended towards a pluralist society in the classroom and beyond. Global connections are made with 'local' events and processes.

Reference is made to the cross-fertilisation between cultures of artistic and creative forms of expression, and scientific, mathematical and technological ideas.

Children are empowered by information-handling skills; they are able to decide what information they need, to locate it, comprehend it and evaluate it.

Throughout the curriculum all children develop skills to:

- operate proficiently in written and spoken standard English
- switch appropriately between codes, registers, languages and artistic and musical forms, and in their synthesis
- recognise bias and selectivity in language, narrative and images, whether visual or textual.

48

Teaching and Learning Strategies

A variety of forms of expression is employed in language, dialect, accent, oral traditions and music, drawing particularly on those significant to the children and their families.

Drama is used to explore issues of personal and cultural identity and social and political issues.

Activities, tasks, games, illustrative examples and problems reflect and build upon children's daily lives and experiences.

Where necessary, work is made intelligible by context and through practical tasks and activities so designed that learning does not depend wholly upon knowledge of English.

Subject-specific language is made accessible and clear to children.

Bilingual support is provided within the mainstream, where necessary.

Word-processing software is available in languages spoken or learned by the children.

An enquiring, open attitude is encouraged in children to cultures, beliefs, languages and traditions not their own.

There are clear and agreed strategies for dealing with racist language or behaviour.

Sensitive consideration is given to requests by parents that children be withdrawn or taught separately for some lessons for religious or cultural reasons.

Stereotypical assumptions are not made about any ethnic group's aptitude or interest in particular activities.

Co-operation, listening and mutual respect are encouraged in groupwork and discussions, especially those on controversial issues.

49

Learning Resources and Materials

Books and learning materials portray people from a wide range of backgrounds and avoid stereotypical images.
Fiction, drama, poetry and music reflect a wide range of genres, times and places.
A variety of languages, dialects and scripts are used in displays.
Poets, storytellers and visitors working with children are from a wide range of cultural and ethnic backgrounds.
Literary, linguistic, technological, musical and artistic heritages significant to children are used, as well as some which may be unfamiliar.
There are clear, agreed strategies for dealing with racist language, assumptions or behaviour arising from resources used.
The variety in the roots of maths, science and technology is shown.
Western or European music, poetry or other cultural forms are not assumed to be intrinsically superior to non-Western forms.

Assessment

Pupils see assessment as part of the learning process.
The specific purpose of an assessment procedure is made clear to the children, where appropriate.
Assessment tasks and tests are not culturally exclusive in their assumptions or reference points.
Assessment tasks and tests are not needlessly dependent upon a language which excludes some children.
All children know their teacher has high expectations of them.
Proficiency in English is clearly separated from assessment of other knowledge and skills, particularly if it determines the grouping of children.
Teachers' expectations are realistically informed and do not adversely affect children's attainments.
Stereotypical judgements are not made about any ethnic group's aptitude or interest.

Evaluation

Different outcomes with regard to 'race' or ethnicity?
How do you know?
Effectiveness of bilingual support strategies?
Level of openness/co-operation/consideration within the class?
Feedback from parents?
Any particular conflicts, benefits or controversies?
Level of interest/enthusiasm from children?
Unexpected gaps in prior knowledge?
Gaps in learning resources?
Suitability of groupings?

11 Language Policy

11.1 The school has a written policy on the centrality of language in all learning. All staff are familiar with it, and it is provided to parents and older pupils. It contains most or all of the points listed below.

11.2 It is emphasised that proficiency in Standard English is crucially important and is essential for examinations and access to continuing education.

11.3 It is emphasised that language is central to a person's sense of identity and belonging. Proficiency in English should not be achieved through devaluing or removing forms of language used in the home and community.

11.4 All pupils are encouraged to take a lively interest in the nature of language, and in varieties of language within and between countries. For example:

- pupils study differences between written and spoken English, and between different registers, codes and dialects of spoken English;
- there are language courses or modules on the nature of language as a form of communication;
- pupils learn basic vocabulary (greetings, numbers, everyday objects and actions, etc) in a range of different languages;
- pupils have opportunities to make bilingual books, and books in languages other than English;
- a variety of languages and scripts are used in displays in classrooms and around the school;
- there are books in a variety of languages.

11.5 Account is taken of the value of the pupils' first languages in their acquisition of English.

11.6 Bilingual pupils have opportunities to use their first language for the formation of concepts in various areas of the curriculum, and at times to work bilingually in same-language pairings or groupings.

11.7 Bilingualism and multilingualism amongst pupils, staff and parents, and in the local community, are seen and used as positive assets.

11.8 Staff take account of the oral and written language skills of their pupils when planning and organising classroom activities.

11.9 Provisions made for pupils not yet fully proficient in English include:

- opportunities to develop oral skills in English through working in pairs or small groups;
- use of illustrations, diagrams, charts and tabulations, and practical demonstrations and activities in relation to these;
- language support teachers working in the mainstream classroom, and taking a full part in curriculum planning and delivery;
- references to differences and similarities between English and their home and community language;
- opportunities for their knowledge and skills to be tested through the medium of their first language as well as through English;
- use of texts which contain repetition and visual cues.

11.10 Letters and papers sent to parents are translated into community languages.

11.11 In secondary schools there is emphasis on the central role of the modern languages department in fostering interest in, and knowledge of, linguistic diversity.

Please note: useful books on English, bilingualism and linguistic diversity are listed in the bibliography on pages 63-64, under the heading of English.

4 THE BASIC CURRICULUM

Introductory notes

Summary

The term 'basic curriculum' has a statutory meaning. It is the national curriculum plus religious education. This section relates each subject in the basic curriculum to the three components of Equality Assurance which have been discussed earlier: (a) ensuring high quality education for all; (b) supporting the development of personal and cultural identities; and (c) preparing for participation in society. Readers may find it valuable to look again at the summaries of objectives on pages 13 and 15 before studying in detail the lists which follow.

The parts and the whole

It is important to recall that the whole curriculum is more than the basic curriculum, and that it is more than the sum of the basic curriculum's 11 separate parts.

Teaching methods and styles

Practical methods of classroom teaching and management are of course extremely important, and are relevant to all three aspects of Equality Assurance. There is a brief checklist of key points to do with teaching methods and styles in section 3 of this book, items 7.1-7.14, pages 20-21. Most of these points are fundamental for all subjects, and throughout the notes which follow they are taken for granted.

Lay-out

Each subject has a double-spread to itself. On the lefthand side, in each instance, there is a set of indicators of good practice. These are general principles which reflect the three components of Equality Assurance. Most reflect at least two of the components; some reflect all three.

On the righthand side, in each instance, there is a set of examples. These show ways in which the principles on the lefthand pages may be seen in practice, but definitely are not prescriptive. They are similar, in their intentions, to the examples which are provided in the Government's subject folders for the national curriculum. Many, indeed, are closely modelled on examples which are given in the orders for each subject.

Timing

This book was finalised in January 1993. It was known at that stage that a number of changes were planned for the national curriculum. For example a revised English Order and a revised Technology Order would be published towards the end of 1993, and would come into effect in September 1994 at key stages 1-3, and September 1995 at key stage 4. No doubt other revisions will be made in the course of the 1990s. It seemed unlikely, however, at the time that this book went to print, that major changes would need to be made to the indicators of good practice which are presented in these pages, or to the specific curriculum examples.

Continuing consultation

This book has been compiled through a lengthy process of consultation. The process will continue after the book has been published, and will be expressed through journal articles (in particular in the journal *Multicultural Teaching*, published by Trentham Books) and further documents. If you would like to comment on the indicators on the lefthand pages of this section of the book, or on the examples on the righthand pages, please write to:

Equality Assurance,
The Runnymede Trust,
11 Princelet Street, London E1 6QH.

In particular the Runnymede Trust and *Multicultural Teaching* would like to publish or publicise case-study accounts of practical teaching, such that examples such as those on the righthand pages here are described and evaluated in detail.

ART - Indicators of good practice

1 Pupils appreciate excellence in a range of cultural traditions in the visual and plastic arts. Within each tradition and cultural context, they encounter different genres, art forms and media, drawn from a variety of places and historical periods.

2 As pupils become familiar with a variety of cultural traditions and genres, they make imaginative use in their own work of diverse media, methods and approaches.

3 Pupils develop their awareness of common elements, concerns and strivings in different artistic traditions, so developing their understanding of shared human values.

4 Painters, printmakers, sculptors, potters, photographers and other visiting artists who work with pupils are from a range of cultural and ethnic backgrounds, and these are reflected in the work they share with pupils.

5 Pupils see that artistic heritages significant to themselves and to their families are valued, and draw on these in their own work.

6 Pupils appreciate ways in which works of art are produced in specific historical and cultural contexts.

7 The study of Western artistic traditions and influential artists - for example, classical, medieval, Renaissance, post-Renaissance, nineteenth century, twentieth century - shows how they have been affected, influenced and inspired by other traditions and individuals.

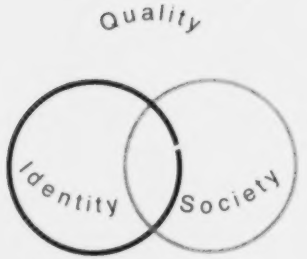
8 Pupils appreciate that art can have personal, social and political meanings and purposes, and have opportunities to use art to explore aspects of their personal and cultural identity, and matters relating to participation in society.

9 There is a balance between examples of Western and non-Western art. Western art is presented as belonging to the dominant culture of Europe and the West, but not as intrinsically superior to non-Western forms.

10 Concepts such as 'high' and 'low' art, and 'classical', 'primitive', 'ethnic', 'African', 'popular', 'folk', 'tribal', and so on, are considered analytically and critically with regard to their origins and meanings.

11 Pupils listen to, understand and respect the views and values of others when discussing art, and are confident in expressing and justifying their own opinions.

12 The points referred to in this list are reflected in displays, images and artefacts in classrooms and around the school, and in reference books and resource collections.



Please note:

The three overarching principles of equality assurance - to do with quality for all, personal and cultural identities, learning for citizenship - are described in greater detail on pages 11-16.

On the opposite page there are examples of ways in which the indicators listed here might be seen in practice. These are just a handful of possibilities, out of many hundreds. Many are suitable for pupils of all ages - they need not be limited to the key stage for which they are listed, for pupils develop their understanding over the years through constant revision and revisiting .

On pages 20-21 there is a checklist of the features of good classroom practice. Most or all of these are relevant to the teaching of Art, and at all key stages.

In the bibliography on page 63 there are some publications on art education which you may find useful.

Key stage 1

- Investigate and draw various objects and artefacts, from a range of cultural settings and from different viewpoints. Include use of charcoal, chalk, clay, paints, inks, crayons, pencils.
- Make a collaborative portrait of members of the class, showing cultural and ethnic identities, and the variety of skin tones, hairstyles, clothing and eye colours.
- Consider how universal themes such as mother and child are depicted in icons, Renaissance painting, sculpture in African societies, Henry Moore, and studio photography from many different countries.
- Collect illustrations of actors, dancers, masqueraders and marionettes from a range of countries, cultures and historical periods as a preliminary to making a mask or puppet.

Key stage 2

- Take a series of photographs of the classroom or of the school from the same position, and make a montage to depict a sense of space. Compare and contrast montages with and without human beings in them.
- Compare and contrast depictions of everyday life in, for example, Egyptian wall paintings, Greek vases, the Bayeux tapestry, Indian miniatures, Japanese and Chinese art, Breughel the Elder, modern photography, family snapshots, archive photographs. Create images of the local neighbourhood using some of the same methods and approaches.
- Make a sequence of images to illustrate an incident described in a local newspaper which raises issues to do with fairness, cooperation and cultural identity.

Key stage 3

- Create a display of paintings which show artists using elements from traditions other than their own, and arrange for pupils to produce and evaluate similar work themselves.
- Make a collection of posters on a theme such as conservation, human rights, international understanding; discuss and agree criteria for evaluation, including reference to colour, composition, shape, use of lettering, and types of people and environments displayed. Design and create further posters on the same or a different theme.
- Compare the ways that letters and symbols have been used to convey information and ideas in graphic form in different cultures, for example Egyptian hieroglyphics, Islamic calligraphy, Chinese characters, Bauhaus designs. Draw on pupils' own knowledge and experience of various scripts.

Key stage 4

- Study some of the principal international influences on Picasso, and other 20th century artists, and the ways their work represents a fusion of many different traditions.
- Compare and contrast various uses of art in a country such as South Africa over the last 30 years, and create further art inspired by what has been learnt.
- Explore subjects and themes which have special personal significance, for example studies of family, friends and oneself as models.
- Create a photographic display, or make a video or tape-slide show featuring places of significance to all members of the class.
- Consider the work of a number of weavers, knitters and quilters such as Tadek Beutlich, the Wasseff School of Egyptian Weavers and Kaffe Fassett in preparation for making in groups a large-scale constructed textile.

ENGLISH – Indicators of good practice

1 Pupils have opportunities to use language and literature to explore aspects of personal and cultural identity; issues in social and political life; and values and concerns which all human beings have in common.

2 Fiction, drama and poetry reflect a wide range of genres, times and places; and refer to a wide range of human conditions, experiences and achievements. This diversity helps to extend pupils' horizons, and to develop their powers of imagination and sympathy.

3 Pupils use a variety of forms of expression in their own writing.

4 Drama is used as a medium of instruction to explore cultural identity, and social and political issues.

5 Poets, storytellers, writers and other visitors who work with pupils are from a diverse range of cultural and ethnic backgrounds.

6 Pupils see languages, oral traditions and literary heritages significant to themselves and their families valued in the curriculum.

7 Staff have determined clear criteria for the choice of texts, rhymes and stories, and have agreed appropriate strategies for dealing with any racist language and assumptions in or arising from certain of the texts and images used in class.

8 Pupils develop analytical skills to recognise bias in literature and the media, and learn to question assumptions, stereotypical images, language and concepts.

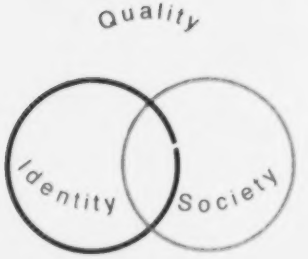
9 Books, resources and displays contain a variety of accents, dialects, codes, registers and languages and such variety is used accurately and appropriately in written and oral work.

10 Pupils learn that switching between codes, registers and languages to suit different audiences, purposes and contexts is normal throughout the world, and develop their own skills for doing so.

11 Pupils are aware that English has changed over time, and is continuing to change; of some of the elements, words and structures which English has in common with other languages; and of the role of English and other world languages in international affairs.

11 Pupils explore ways in which language shapes perceptions and viewpoints, and ways in which language is used in situations where there are differences of power and status.

12 There is critical attention to the ways in which certain words can have racist connotations - for example, 'immigrant', 'coloured', and 'black' when used pejoratively.



Please note:

The three overarching principles of equality assurance - to do with quality for all, personal and cultural identities, learning for citizenship - are described in greater detail on pages 11-16.

On the opposite page there are examples of ways in which the indicators listed here might be seen in practice. These are just a handful of possibilities, out of many hundreds. Many are suitable for pupils of all ages - they need not be limited to the key stage for which they are listed, for pupils develop their understanding over the years through constant revision and revisiting .

On page 20 there is a checklist of the features of good classroom practice. Most or all of these are relevant to the teaching of English, and at all key stages. Also very relevant is the section on Language Policy on page 26.

On pages 63-64 there are some publications on the teaching of English which you may find useful.

Key Stage 1

- Create personal and class scrapbooks and cassette tapes of favourite stories, rhymes, poems and songs from a range of world cultures, and drawn from home made, school made and commercially produced sources. Include original illustrations (drawings, paintings, collage, etc) by the children themselves; include a variety of spoken and written English in these, and languages other than English.
- Enact stories at school assembly which involve repeated patterns of speech and behaviour, and which express symbolically the children's own feelings about identity, growing up, tensions and quarrels, friendships and cooperation.
- Use communication games and exercises which require children to listen and speak carefully to each other in pairs and small groups, and which involve handling visual and pictorial material reflecting cultural and ethnic diversity.
- Explore through drama, music, movement and art the meanings in books such as *The Patchwork Quilt* (Valerie Flourney), *But Martin* (June Counsel), *Horace* (Holly Keller), *Nandy's Bedtime* (Errol Lloyd), *Young Joe* (Jan Ormerod), *Bringing the Rain to Kapiti Plain* (Verna Aarema).

Key Stage 2

- Conduct a survey of languages and dialects spoken by pupils and their families, and by all staff, and display findings on a world map and in diagrams. Perhaps compare and contrast with other schools, in other parts of the country.
- Study a set of publishers' catalogues, imagining that there is £100 to spend on books for the class library. (In particular include the Letterbox catalogue, address on page 68.) Decide criteria, and apply them. Rank the books in order of priority. Actually purchase some of the books, and write reviews of them.
- Use drama to enact and study ways in which language is used in everyday conversations and interactions to reflect status, seniority, respect, deference, etc, and what it means to use language assertively as distinct from aggressively or submissively.
- Explore through drama, music, movement and art the meanings in books such as *Julian, Dream Doctor* (Ann Cameron), *Seeing off Uncle Jack* (Bernard Ashley), *The Conker as Hard as a Diamond* (Chris Powling), *Amazing Grace* (Mary Hoffman and Caroline Binch), *In a Minute* (Tony Bradshaw and Eileen Browne), *Get Lost, Laura* (Jennifer Northway).

Key Stage 3

- Compare and contrast short pieces of English written at different historical periods; in different countries; and in different dialects.
- Enact scenes from myths, legends and stories which involve two or more people speaking in different languages.
- Take part in simulation exercises involving intercultural and international contacts, and then write about the events in a variety of styles, formats and registers.
- Use the activity of making books, television programmes and advertisements to develop pupils' awareness of the technical, aesthetic and social processes involved in their construction.
- Explore assumptions and ideas in books such as *The Devil's Children* (Peter Dickinson), *The Village by the Sea* (Anita Desai), *Nobody's Family is Going to Change* (Louise Fitzhugh), *To Be a Slave* (Julius Lester), *Journey to Jo'burg* (Beverley Naidoo), *Talking in Whispers* (James Watson), *Across the Barricades* (Joan Lingard), *Friedrich* (Hans Richter).

Key Stage 4

- Compare and contrast reports in a range of newspapers about the same event, and note distinctive styles. Writes pastiches of different styles of reporting. Include both political and apolitical events.
- Compare and contrast the opening paragraphs of several different autobiographies, drawn from a range of countries, cultures and historical periods. Experiment with various possible ways of starting to write one's own autobiography.
- Role-play various forms of formal occasion - courts, parliamentary and council debates, committees of enquiry, public meetings, job interviews, discussion panels on radio and television - ensuring a variety of points of view, and a range of cultural and ethnic backgrounds. Study the uses and effectiveness of different kinds of oral language, and the role of Standard English
Explore assumptions and ideas in books such as *Roll of Thunder Hear my Cry* (also its two sequels, Mildred Taylor), *The Friends* (Rosa Guy), *Green Days by the River* (Michael Anthony), *Vedi* (Ved Mehta), *A Brighter Sun* (Samuel Selvon), *The Basketball Game* (Julius Lester), *I Know Why the Caged Bird Sings* (Maya Angelou), *Tell Freedom* (Peter Abrahams).

BEST COPY AVAILABLE

GEOGRAPHY – Indicators of good practice

1 Pupils draw on their experience of family and community in relation to social trends, processes and changes, and reflect on their own personal experience and sense of space.

2 Pupils recognise differences and commonalities in humankind's relationships with the physical environment, and in measures to improve the quality of life through trade and economic development.

3 Pupils recognise that all economic development takes place within a global context, and that local decisions and processes in any one locality affect, and are affected by, decisions and processes in other localities. In studies of development, pollution, stewardship and conservation they appreciate the global and international dimensions of the issues.

4 In studies of economic development in Europe and developing countries, pupils are aware of differences in power and influence, benefits, gains and disadvantages, and of a range of theoretical perspectives.

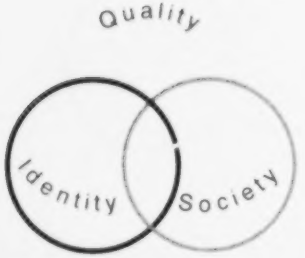
5 Negative images of developing countries in the media, for example images which portray developing countries as poverty-stricken and 'backward', depending passively on aid from richer countries, are challenged and corrected.

6 The study of decision-making and planning processes in relation to alternative land uses, develops pupils' understanding of moral and political concepts such as conflict of interest, justice and fairness, rights and obligations, responsibility, and democracy.

7 Pupils recognise that migration, population movement and settlement are recurring experiences in human history, and they study both commonalities and variations in migrants' and settlers' experiences.

8 Pupils use a variety of source material when studying other countries.

9 Links are made with other subjects and with National Curriculum cross-curricular themes: economic and industrial understanding, environmental education and health education.



Please note:

The three overarching principles of equality assurance – to do with quality for all, personal and cultural identities, learning for citizenship – are described in greater detail on pages 11-16.

On the opposite page there are examples of ways in which the indicators listed here might be seen in practice. These are just a handful of possibilities, out of many hundreds. Many are suitable for pupils of all ages – they need not be limited to the key stage for which they are listed, for pupils develop their understanding over the years through constant revision and revisiting.

On page 20 there is a checklist of the features of good classroom practice. Most or all of these are relevant to the teaching of Geography, and at all key stages.

In the bibliography on page 64 there are some publications on Geography teaching which you may find useful.

Key Stage 1

- Draw cognitive maps and make models of the children's homes, and of the classroom, the school and the neighbourhood. Compare with drawings and photographs (from various angles and overhead) of the same places.
- Study pictures and artefacts from a particular village or town in another part of the world, and construct time-lines, maps, stories and graphs to show how people live. Imagine what daily life is like for children in the chosen place. Write real or imaginary letters to the children who live there.
- Make a collection of commonly available foodstuffs which originate in different parts of the world. Look at the range of ways in which they are grown and cooked.

Key Stage 2

- Create representations, using both models and pictures, of dwellings from places in various parts of the world, and in a range of landscapes, and devise or imagine radio and television documentaries about the families who live in them.
- Create representations of transport in places in various parts of the world, and summarise advantages and disadvantages of each from a variety of points of view.
- Study another country, using a wide range of resource materials, and keep diaries to show how perceptions are affected in the course of the work.

Key stage 4

- Use a simulation exercise which explores how environments and people's lives are affected by interaction between different cultures.
- Study in detail an environmental situation crossing political boundaries, for example deforestation, global warming, acid rain, pollution of seas and rivers, and structures and procedures of international cooperation. • Apply concepts of sustainable development, stewardship and conservation.
- Compare and contrast two economically developing countries with regard to the ways in which their governments and other agencies have attempted to stimulate economic development and redress inequalities and imbalances, and include reference to foreign investments, loans and aid programmes, and to patterns of international trade.

Key Stage 3

- Conduct a survey of local shops, noting countries from which raw materials and manufactured goods come, and map the results.
- Study, analyse and interpret data on migration into local region over the last 60 years from other parts of Britain and from wider world.
- In studies of Germany, India, Japan and the United States investigate pupils' own images before then comparing and analysing imagery in tourist brochures, weekend magazines, TV programmes, company reports.
- Study migration between and within countries; the responses (legal, political, social, cultural) of the 'host' society, and read stories and case studies about the possible options (assimilation, integration, opposition, separatism, etc) for the migrants; perhaps start experiences of British people as migrant workers in other countries, and also as tourists, football supporters, students, sales representatives, etc, and of responses to them.

HISTORY – Indicators of good practice

1 Pupils have sufficient knowledge to link significant events in British history to the wider context of Europe and the world

2 Pupils have opportunities through the study of local heritage and personal history to explore the history of their family, community and neighbourhood, and relate this to the wider world. They use the methods and approaches of oral history as appropriate.

3 Pupils recognise that people involved in the same historical event or process had different experiences and views, and developed a variety of stories, versions and interpretations. They appreciate further that these different versions involve selecting and interpreting a range of oral and written sources.

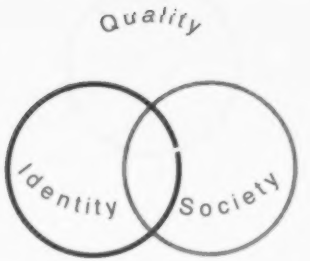
4 Primary and secondary source material selected for study for any topic represents a range of perspectives and viewpoints. It enables pupils to distinguish between fact, fiction and opinion, and to identify ways in which written and visual accounts reflect the knowledge and standpoints of particular individuals or groups in particular situations, and at particular times.

5 Both in British history and in the history of other societies there is study of the influence of social, cultural, religious and ethnic differences within and between communities and nations.

6 Pupils develop their understanding of concepts to do with rights and obligations, the responsibilities of individuals and groups to combat injustice, and processes and principles of decision-making.

7 Other societies are presented from perspectives and points of view which include those of the societies concerned.

8 Pupils recognise that migration, movement and settlement are recurring experiences in British and world history, and they study both commonalities and variations in migrants' and settlers' experiences, and in the reactions and responses of local populations.



Please note:

The three overarching principles of equality assurance - to do with quality for all, personal and cultural identities, learning for citizenship - are described in greater detail on pages 11-16.

On the opposite page there are examples of ways in which the indicators listed here might be seen in practice. These are just a handful of possibilities, out of many hundreds. Several are suitable for pupils of all ages - they need not be limited to the key stage for which they are listed, for pupils develop their understanding over the years through constant revision and revisiting .

On page 20 there is a checklist of the features of good classroom practice. Most or all of these are relevant to the teaching of History, and at all key stages.

In the bibliography on pages 64-65 there are some publications on History teaching which you may find useful.

Key Stage 1

- Draw time-lines to show the events of a particular school day, then a week, a term, the first 5-6 years of life. Illustrate with photographs and pictures drawn by the children themselves.
- Involve visitors with a wide range of experiences and memories to talk about their childhoods and lives. Include reference to houses, shops, monuments, public buildings, etc, close to the school and to where the children live.
- Dramatise historical events which involve two or more people speaking in different languages.
- Create a collection of objects from the classroom and everyday life which could be sent in a time machine to children in a past age, to show what life is like in the late twentieth century. And/or consider and discuss the belongings children would want to take with them if they were moving to live in another country.

Key Stage 2

- In studies of exploration and empire include stories, letters, diaries, news cuttings, records, pictures, artefacts, etc, reflecting a wide range of experiences and feelings. Draw these from throughout the world, from women and men, from all social classes, and from people of different age groups, including young people. Acknowledge that 'ordinary' people left fewer records of their experiences than those with power and influence.
- Similarly in studies of Romans, Anglo-Saxons and Vikings imagine a range of experiences and accounts - for example, devise a documentary presentation showing different stories and viewpoints.
- In studies of Athens and Sparta role-play relationships between citizens and slaves, and draw up a charter or constitution for a democratic classroom in Britain in the 1990s.
- Imagine oral accounts and memoirs made by followers of Montezuma and Cortes respectively, and note similarities in their concerns and values as well as differences.

Keystage 3

- After close study of certain specific historical events, based on primary and secondary sources, write a range of accounts regarding relationships over the centuries between Christendom and Islam.
- Use oral history sources to explore differences and similarities between textbook accounts and personal memories in relation to the same events and trends, for example with regard to the second world war and its consequences.
- Study antisemitism and the Holocaust, drawing on accounts and responses of survivors, and develop understanding of concepts of oppression, persecution and racism, and of justice, resistance and equal rights.
- Use documents to explore the interdependence of Britain and other parts of the world when studying the Industrial Revolution.

Key Stage 4

- Study the Indian sub-continent 1914 to 1964, using documents and printed sources; artefacts; pictures, photographs and films; music; oral accounts; computer based materials. Evaluate the evidence from a variety of points of view, both from within the sub-continent and from outside.
- Arrange for different groups of pupils to study twentieth century history in different parts of the world: for example, Russia and the USSR 1905 to 1964, the United States of America, 1917 to 1963, Africa south of the Sahara 1900 to 1963, the Middle East 1914 to 1967, and then to report to each other on their understanding of key concepts and terms, including: liberalism, conservatism, totalitarianism, socialism, capitalism, nationalisation, welfare state, nationalism, imperialism, decolonisation, conservation, equal opportunities, ecumenism.
- Create personal and class dictionaries and glossaries for the terms listed above, with a range of definitions and explanations for each term. Add terms such as racism, justice, democracy, culture, fundamentalism, antisemitism, ethnicity.

MATHEMATICS – Indicators of good practice

1 Pupils are aware that all people in all societies use mathematics in their daily lives, and that mathematics has a history which draws from many parts of the world and a variety of cultural roots. It is not implied that mathematics is distinctively Western or European.

2 Activities, tasks, games and problems used in mathematics reflect pupils' experiences of daily life, including cultural, linguistic and social experiences; reflect the multi-ethnic and multi-cultural nature of contemporary society; and reflect a diversity of cultures throughout the world.

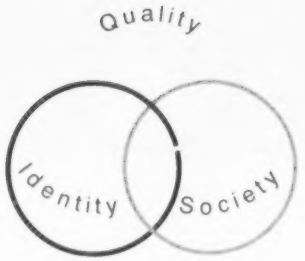
3 Illustrations in books and work cards show a wide range of people engaged in mathematical activities; do not contain stereotypes; and reflect positive images of ethnic diversity.

4 The language of mathematics is explained clearly to enable all pupils to have access to the curriculum, and is developed in collaborative groupwork and problem-solving. All pupils are given access to the specialist language of mathematics. Where necessary, work is made intelligible by context and through practical tasks and activities; learning is in consequence not solely dependent on competence in English.

5 Mathematical games are used diagnostically for revealing mathematical competencies, and for fostering collaborative groupwork.

6 When appropriate, mathematics is used as a device for analysing and understanding issues in social, economic and political affairs.

7 Links are made with other subjects such that teaching and learning of mathematics helps pupils to learn more about themselves and their relationships, and about the world of their everyday experience.



Please note:

The three overarching principles of equality assurance - to do with quality for all, personal and cultural identities, learning for citizenship - are described in greater detail on pages 11-16.

On the opposite page there are examples of ways in which the indicators listed here might be seen in practice. These are just a handful of possibilities, out of many hundreds. Most are suitable for pupils of all ages - they need not be limited to the key stage for which they are listed, for pupils develop their understanding over the years through constant revision and revisiting .

On page 20 there is a checklist of the features of good classroom practice. Most or all of these are relevant to the teaching of Mathematics, and at all key stages.

In the bibliography on page 65 there is reference to some publications on Mathematics teaching which you may find useful.

Key stage 1

- Organise a maths trail - a survey of a local street or area with questions requiring measurement, counting of specific features, presentation of results through diagrams and charts - so that children develop a sense of mathematical evidence.

- Conduct a survey of pupils' general knowledge ('who has heard of ...?' 'who knows what these objects are ...?' 'who has read each of these stories...?'), ensuring a range of cultural references.

- Provide wall displays showing the concept of number in a range of cultures, for example Roman numerals, Arabic notation, African counting systems, Indian origin of 0, Chinese arithmetic.

- Use a range of mathematical games from different cultures involving strategy and chance.

Key stage 2

- Investigate the calendars used in different cultures, and in particular compare and contrast year numbering systems.
- Use the SMILE number system jigsaws - these use the numbers 1 to 100 written in different Asian digits to teach an understanding of the counting system used in Europe.
- Conduct an opinion survey, for example about a selected range of television programmes which reflect cultural and ethnic diversity, and present tabulations of the results in a variety of numerical, graphic and pictorial styles.
- Examine a variety of puzzles (eg tangrams) and number games (eg magic squares) which derive from a range of different mathematical traditions.
- Explore designs and patterns, for example tesselations, in different cultures.

Key stage 4

- Illustrate cumulative frequency polygons to analyse income distribution in a range of different countries.

- Study some of the methods of famous mathematicians such as Srinivasa Ramanujan and Shakuntala Devi.

- Display problems and puzzles from a wide range of historical periods and cultural settings.

Key stage 3

- Collaborate with the geography department to present statistics on economic growth, international trade, environmental issues, demographic change, and so on.

- Draw a scatter graph to show, for example, the correlation between life expectancy and per capita GNP for a variety of countries and settings.

- Compare and contrast different number systems across cultures and across different historical periods.

- Use traditional textile designs in a range of cultures to demonstrate the Pythagorean theorem.

MODERN FOREIGN LANGUAGES – Indicators of good practice

1 The school diversifies foreign language provision by offering more than one of the languages which may be taken as a foundation subject at key stages 3 and 4: Arabic, Bengali, Chinese (Cantonese or Mandarin), Danish, Dutch, French, German, modern Greek, Gujarati, modern Hebrew, Hindi, Italian, Japanese, Panjabi, Portuguese, Russian, Spanish, Turkish and Urdu.

2 Pupils are motivated to find out more about the cultural, social and historical context of the language they are studying, and of languages spoken by other pupils, and develop an open and enquiring attitude to cultures and traditions other than their own.

3 There is reference to elements, words and structures which are the same or similar in different languages, and to ways in which languages affect and influence each other.

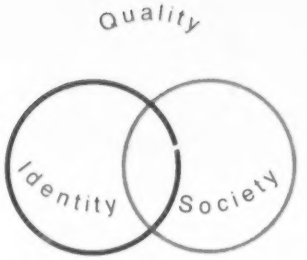
4 Study of a language takes account of the diversity of forms, accents and usages in different parts of the world.

5 Pupils' exploration of the seven Areas of Experience stipulated in the National Curriculum (including in particular personal and social life, the world around us, the world of communications and the international world) reflect their own firsthand experience of life, and the multi-ethnic, multi-lingual and multi-cultural nature of society.

6 Materials, tasks and activities reflect the fact that speakers of the target language are not homogeneous in terms of religion, culture, ethnicity and nationality.

7 There is an understanding that bilingualism and multilingualism are very widespread throughout the world.

8 Pupils' home and community languages are valued. Linguistic diversity in the classroom itself, and in the school and local community, is acknowledged and encouraged.



Please note:

The three overarching principles of equality assurance - to do with quality for all, personal and cultural identities, learning for citizenship - are described in greater detail on pages 11-16.

On the opposite page there are examples of ways in which the indicators listed here might be seen in practice. These are just a handful of possibilities, out of many hundreds.

The national curriculum Modern Foreign Languages requirements apply to key stages 3 and 4 only. However, there are some reminders opposite of ways in which knowledge and motivation can be developed at stage 2 also.

On page 20 there is a checklist of the features of good classroom practice. Most or all of these are relevant to the teaching of Modern Languages, and at all key stages. Also very relevant is the section on Language Policy on page 26.

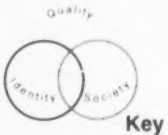
In the bibliography on page 65 there are some publications on the teaching of Modern Languages which you may find useful.

Key stage 1

(Please see the notes on Language Policy on page 26. Most are very relevant to the task of developing children's curiosity about language, and their interest in the fact that human beings speak a variety of different languages.)

Key stage 2

- Provide beginners language and taster courses in languages other than English, to raise curiosity and motivation.
- Tell, read and dramatise stories in which the characters speak two or more languages.
- Label objects in the classroom to show their names in a variety of languages.
- Create displays to show how English contains words borrowed from many different languages throughout the world.



Key Stage 3

- Listen to recordings of a variety of foreign languages, and identify differences and similarities.
- Look at a range of newspapers and magazines in various languages; identify recurring patterns and find recognisable words.
- Show on a world map the countries where the target language is spoken. (French, for example, is spoken in 47 different countries). Use it as a basis for practising questions and answers.
- Make a collection of stories, letters, diary entries, postcards, cartoons, news cuttings, captions, posters, ephemera (receipts, tickets, programmes, leaflets etc) which reflect feelings and experiences connected with visiting another country and culture, and discuss in the foreign language.

Key Stage 4

- Listen to and read stories, rhymes, poems and songs in the foreign language which reflect on issues of personal and cultural identity, and on meetings and contacts between people belonging to different cultures.
- Respond in the foreign language to photographs or articles relating to significant events and issues in shared international history (eg. reunification of Germany, racialist violence, migration and asylum).
- Listen to a radio or video discussion in the foreign language on issues to do with ethnicity and identity, and explain the views of the speakers.
- Simulate in the foreign language a telephone call to a radio phone-in programme, challenging or responding to the views expressed by a previous caller.
- Arrange from time to time events which involve the whole school (a Spanish day, a Languages Fair, etc).

MUSIC – Indicators of good practice

1 Pupils become familiar with a wide variety of musical traditions, and with a diversity of genres, forms and purposes, drawn from a variety of locations and historical periods.

2 In composition and performance pupils draw on a range of musical traditions, genres and conventions.

3 Pupils are aware of common elements, concerns and strivings in different musical traditions and times, so developing their appreciation of common aesthetic values and meanings.

4 Pupils appreciate contrasts and differences, and ways in which each work of music is related to its specific context in culture, time and place.

5 The study of musical traditions shows how each has been affected, influenced and inspired by other traditions.

6 Pupils have opportunities to use music to explore aspects of cultural identity, both their own and that of others.

7 Visiting musicians who work with pupils are from a diverse range of cultural and ethnic backgrounds, and introduce music from a range of traditions.

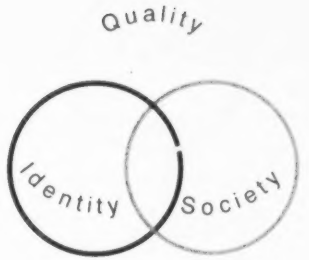
8 Pupils see that musical heritages significant to themselves and their families are valued, and draw on these in their own composing and performing.

9 The European classical tradition is not presented as intrinsically superior to non-Western forms.

10 Pupils appreciate that in many cultures music is extremely closely related to other art forms, including theatre and dance, and to religious and ceremonial occasions.

11 Care is taken to ensure that music is taught in ways which do not give offence on religious grounds to certain pupils and their parents.

12 The points in this list are reflected in posters and illustrations in classrooms and around the school, and in the content of school concerts and other performance events.



Please note:

The three overarching principles of equality assurance - to do with quality for all, personal and cultural identities, learning for citizenship - are described in greater detail on pages 11-16.

On the opposite page there are examples of ways in which the indicators listed here might be seen in practice. These are just a handful of possibilities, out of many hundreds. Most are suitable for pupils of all ages - they need not be limited to the key stage for which they are listed, for pupils develop their understanding over the years through constant revision and revisiting .

On page 20 there is a checklist of the features of good classroom practice. Most or all of these are relevant to the teaching of Music, and at all key stages.

In the bibliography on pages 65-66 there are some publications on the teaching of Music which you may find useful.

BEST COPY AVAILABLE

Key stage 1

- Learn traditional and modern folk songs from a range of cultures and languages.
- Use stories, pictures, poems and word patterns from a range of cultures as stimuli to produce pieces of music.
- Listen and respond through movement to music from a range of cultures, and talk about the sounds - what they describe, and the feelings and moods they evoke.
- Explore sounds made by instruments from a range of cultural traditions, and discover how many different quiet sounds each can make.
- Play musical question and answer games, using instruments, rhythm patterns and sequences of tones from a range of traditions.
- Collect memories, stories and recordings of the music which pupils' parents and grandparents listened to or sang when they were younger, and discuss common features.

Key stage 2

- Listen to music made for different celebrations and festivals, and talk about the instrumentation, beat and rhythm, tempi, dynamics, melodies and uses of voice which evoke the events at which the music is performed.
- Sing folksongs from different parts of the world and discuss their similarities and differences in language, purpose and musical form.
- Create new words for traditional tunes, and new tunes for traditional words. Discuss pitch, duration, dynamics, diction and phrasing.
- Collect recordings of music from different parts of the world, and discover what instruments are being used.
- Tell a story in sound involving an encounter between two or more cultures, with different groups of pupils describing different episodes.
- Listen to a piece of music inspired by a major public event, for example Vaughan Williams' eighth symphony, reflecting on the Second World War, and explain through words or pictures the ideas and feelings which it evokes.

Key stage 3

- Describe the early history of jazz musicians and their music, and illustrate with recordings to show the range of influences and styles.
- Identify and describe solo instruments. Refer to the social and historical contexts and to vocal techniques such as bending notes, scat singing, use of falsetto, and leader and response.
- Create an original composition in response to an event of local, national or international importance, and explain the original musical ideas, how they were developed and why some of the musical features were chosen.
- Listen to and discuss music which brings together instruments from European and Indian traditions. Make and perform a composition using a similar combination from two traditions.
- Make up and perform a vocal composition on a topical theme, with instrumental accompaniment.

Key stage 4

- Compose an instrumental or vocal piece using gamelan modes and structures.
- Listen to and compare instrumental music from a range of cultural traditions, and discuss the use of sounds and structures.
- Compose a soundtrack for a short campaigning programme, on radio or TV, on a matter of social or political importance.
- Study the issues and problems which Puccini encountered when composing *Madam Butterfly*, and the responses of audiences over the years. Compare and contrast with other works which similarly explore encounters between different cultural traditions.
- Listen to music used for ceremonial and ritual purposes in a range of cultures, and explore its social and cultural contexts.

PHYSICAL EDUCATION – Indicators of good practice

1 Staff do not assume that interests and skills in any area of PE are predetermined by ethnic background or by gender, and do not permit themselves or pupils to be influenced by the stereotypical assumption that pupils of certain ethnic backgrounds have superior physical abilities. Pupils do not receive inappropriate encouragement for achievement in sport to the detriment of their overall educational attainment.

2 Activities and programmes are provided which enable all pupils to develop qualities and skills relating to cooperation and sensitivity, fair play and respect, the acceptance of decisions and rules, and handling success and failure with dignity. Similarly all pupils have opportunities to benefit from healthy, skilled and free movement.

3 Activities are planned to be acceptable to pupils of all religious affiliations. This requires sensitivity to cultural norms and religious observances, and making suitable provision for pupils who are fasting or celebrating particular festivals. It may be, in the light of requests from parents and the pupils themselves, that some girls are taught in single sex groups by women, and without onlookers; and that, though taking part in dance lessons, they are not involved in public performances.

4 Games are drawn from a wide range of cultures, so that pupils appreciate that games and sport are universal, and are aware of ways in which different societies and cultural traditions have influenced and affected each other.

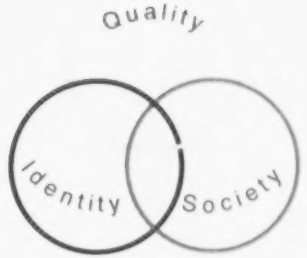
5 The same high standards of behaviour relating to name-calling and racial abuse are required in PE, including competitive fixtures, as in other areas of school life.

6 Pupils are able to compose, choreograph, perform and appreciate a varied range of dance forms, and appreciate the ways in which dance forms in different cultures have influenced and affected each other.

7 As appropriate, dance is used as a medium through which pupils are able to explore and express issues to do with personal and cultural identity, and issues in social and political affairs.

8 Studies of health related fitness and diet are illustrated by reference to a range of different cultures.

9 Discussions and evaluations of performance are constructive, and enable pupils to respect themselves and others as performers, and as active and supportive members of a group or team.



Please note:

The three overarching principles of equality assurance - to do with quality for all, personal and cultural identities, learning for citizenship - are described in greater detail on pages 11-16.

On the opposite page there are examples of ways in which the indicators listed here might be seen in practice. These are just a handful of possibilities, out of many hundreds. Most are suitable for pupils of all ages - they need not be limited to the key stage for which they are listed, for pupils develop their understanding over the years through constant revision and revisiting .

On page 20 there is a checklist of the features of good classroom practice. Many of these are relevant to the teaching of PE and Dance and at all key stages.

In the bibliography on page 66 there are some publications on Physical Education which you may find useful.

Key stage 1

- Respond imaginatively to music, poetry and stories from a range of cultural contexts, as stimuli to contrasting movement qualities.

- Make up and play games with rules and objectives that involve one person and limited equipment, then extending this to working with a partner when ready. Base these on games from a range of cultures.

- Arrange for all pupils to have experience of the responsibility for leading a partner and of being led, and of being a group leader as well as a group member

Key stage 2

- Describe and discuss a game or activity with reference to conventions of fair play, honest competition and good sporting behaviour.

- Describe and discuss the roles which different members of a team adopt, and identify and use criteria for evaluating a team's effectiveness. Arrange for all pupils to have experience of the responsibilities of a team leader or captain.

- Arrange for pupils to act as judges, umpires and referees, and reflect on the skills, qualities and approaches which are required to be effective.

- In response to a range of stimuli (stories, news items, songs, music) relating to contacts between different cultures, use movement to express feelings, moods and ideas, and create simple characters and narratives.

Key stage 3

- On a theme relating to cooperation and conflict, improve through practice the performance of a dance with contrasting rhythms.
- Through watching a partner and talking in pairs, engage pupils in the roles of performer and appraiser or coach, and in describing and discussing the skills and qualities which are required.
- Organise enquiries into the policies, programmes and planning processes at a local leisure centre, and arrange for pupils to write letters suggesting modifications, additions and improvements.
- In small groups describe and discuss a game or activity showing appreciation of strengths and awareness of weaknesses of each individual.
- Plan and then take part in a walk over rough terrain, and reflect afterwards on changes which needed to be made to the plan, and the contributions made by individual members of the team or group.

Key stage 4

- Experience and discuss dances from a range of cultural and historical contexts, and relate them to social and political issues.

- Arrange for pupils to draw up, and to discuss and assess with each other, their own performance targets, fitness programmes and personal training schedules.

- Arrange for pupils to act as judges, umpires and referees in activities with younger pupils, and reflect on the skills, qualities and approaches which are required to be effective.

- Plan and choreograph a dance arising from an encounter between two or more cultural traditions, and clarify and use criteria for evaluating its performance.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP – Indicators of good practice

1. Diversity of religious belief, observance and outlook amongst pupils is treated sensitively as a valuable resource: they are encouraged to reflect on their own experience and questioning, and religious observance or non-observance in their families and communities, and to learn from each other.
2. Common elements, concerns and values in human experience and in religious traditions are emphasised, for example with regard to stages of life and the celebration of festivals, and to the moral and spiritual teachings and insights which are reflected in stories and doctrines. This is done without compromising the integrity and distinctiveness of individual faiths.
3. There is awareness that Christianity and other world faiths contain a diversity of doctrinal and ethical teachings and forms of worship. Claims such as 'Christians believe…' or 'All Hindus…' are not made indiscriminately.
4. Pupils recognise that all religious traditions have teachings and stories which seek to promote tolerance and justice, and to reconcile racial, ethnic and national conflicts.
5. Pupils are aware that religious believers do not always live up to the high expectations embodied in their own ethical and spiritual traditions, for religious belief and practice can be associated with intolerance and oppression.
6. Christianity is shown to be a world faith, not limited to Europe and the West. Christian teachings and practices, and the lives of individual Christian believers, are drawn from a wide range of ethnic, cultural and national backgrounds.
7. Similarly all major faiths are shown in their world-wide contexts, not restricted to one particular country or culture: pupils study teachings and practices, and the lives of individual adherents, from a range of ethnic, cultural and national backgrounds within each religion.
8. Members of local faith communities who visit the school to talk about their faith reflect a diversity of ethnic backgrounds.
9. Pupils visit a variety of religious groups and places of worship, and care is taken to ensure that such visits do not reinforce negative attitudes.
10. The study of a particular faith is based primarily on believers' own definitions and understandings, care being taken to avoid applying inappropriate categories and assumptions from another tradition. Dating systems such as BCE (Before the Common Era) and CE (Common Era) are used.
11. Media and popular representations of religious faiths are considered critically, and attention is paid to the effect which negative reporting can have on particular faith communities, and on the self-image of individual pupils.

Please note:

The three overarching principles of equality assurance - to do with quality for all, personal and cultural identities, learning for citizenship - are described in greater detail on pages 11-16.

On the opposite page there are examples of ways in which the indicators listed here might be seen in practice. These are just a handful of possibilities, out of many hundreds. Most are suitable for pupils of all ages - they need not be limited to the key stage for which they are listed, for pupils develop their understanding over the years through constant revision and revisiting.

On page 20 there is a checklist of the features of good classroom practice. Most or all of these are relevant to the teaching of Religious Education, and at all key stages.

In the bibliography on page 66 there are some publications on Religious Education which you may find useful.

Religious Education is not part of the National Curriculum, but is taught according to agreed syllabuses developed by local education authorities. The law requires that an agreed syllabus should reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

BEST COPY AVAILABLE

Key stage 1

- Create and use play areas whose furnishings, pictures, belongings and artefacts reflect a range of different religious traditions and customs.

- Create displays of greetings cards through the year - including Christmas, Divali, Eid-ul-Fitr, Rosh Hashanah - using a variety of styles, imagery and language. Design, create and send greetings cards to others.

- In celebrations of Christmas and Easter include and explore legends, customs, motifs and illustrations from many different parts of the world, and reflecting linguistic and ethnic diversity.

- Use drama, art, movement and music to explore themes and meanings in religious stories, particularly stories about personal identity and human relationships.

Key stage 2

- Enact and explore stories such as Pandora's Box or Adam and Eve, and legends in African traditions, on the origins of misery and suffering, and devise and dramatise new stories on the same theme.

- Explore stories from a range of traditions on a common theme, for example growing up, relationships and friendships, courage and conflict, political and social action, prayer, mortality and bereavement. Re-write or re-create in a range of modern styles.

- Plan and carry out a visit to a primary school which has a distinctive religious commitment and tradition. Draw up a list of questions to ask and of points to look out for.

Key stage 3

- Explore two or more stories from religious traditions which describe an encounter between different faiths or world views. Present responses and reflections through writing a script for broadcasting on 'Thought for the Day', or for presentation at school assembly.
- Explore ways in which different religious traditions express their ideas about the reasons behind human suffering, or about the role of prayer and attendance at public worship. Write a dialogue in which representatives of two traditions explain their ideas.
- Write to the leaders of local faith communities requesting their views on an issue of local, national or international importance. Show the responses through displays, or in presentations at school assembly or collective worship.
- Compare and contrast examples of calligraphy in different traditions - illuminated manuscripts, Islamic designs, Zen poems, Celtic proverbs. Demonstrate their significance through the creation of original posters and greetings cards.

Key stage 4

- Study a set of principles on interfaith dialogue (eg those published by the British Council of Churches), and then apply these, in role-play or in reality. Revise and improve them in the light of experience.
- Simulate a governors' meeting deciding whether or not its multi-faith school should apply for a 'determination' not to provide mainly Christian worship. Use real LEA documents which give definitions of worship, and criteria for approving a determination.
- Consider some of the stories and accounts of racism in schools in Learning *in Terror* (published by the Commission for Racial Equality), or from pupils' own lives and experience, and examine and discuss the range of views of such episodes likely to be found amongst committed adherents of religious traditions.
- Study and discuss the meaning of two or more two or more stories, from different religious traditions, which explore the difference between literal and metaphorical truth, and the nature of myth, symbol and parable. Tell or write original stories which show that truth can be conveyed through different types of narrative.

SCIENCE – Indicators of good practice

1 Pupils appreciate that the scientific processes of observing, hypothesising, inferring, testing and problem-solving are universal in human history and culture. They see that scientific knowledge is not the product of the West, or of any single culture, but has developed and continues to develop all over the world.

2 Pupils appreciate and use scientific processes of data handling, and develop their understanding of rationality, objectivity and the fair test.

3 All pupils are given access to the specialist language of science. Bilingual support is provided, as appropriate, within the mainstream classroom or laboratory. Where necessary, work is made intelligible by context and through practical tasks and activities so that learning is not wholly dependent on competence in English.

4 Pupils work in groups as well as alone, and appreciate that science is frequently a collaborative activity, involving teamwork and joint reflection, rather than one which is typically undertaken by individuals working on their own.

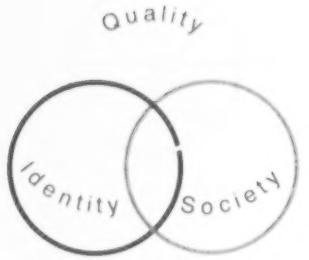
5 A wide range of investigative approaches is used, both deductive and inductive.

6 Illustrations in books, posters and worksheets show a wide range of women and men, from a variety of ethnic backgrounds, engaged in scientific activities.

7 Materials, tasks and activities reflect the pupils' own firsthand experience of life, including cultural, linguistic and social experiences, and reflect the multi-ethnic and multi-cultural nature of British and world society.

8 Opportunities are taken to emphasise that there is no scientific basis for supposing that human beings can be divided into separate 'races'. There is reference in this respect to the physical attributes which all members of the human species have in common, and to the ways in which ideas about 'racial' differences are scientifically false, and have in the past been shaped by political and economic interests. Pupils are at the same time aware that the term 'race' has scientific use in taxonomies relating to non-human species.

9 Links are made with other subjects, as appropriate, so that science is seen in its social, cultural and historical context, and pupils extend their knowledge of themselves and the world around them.



Please note:

The three overarching principles of equality assurance - to do with quality for all, personal and cultural identities, learning for citizenship - are described in greater detail on pages 11-16.

On the opposite page there are examples of ways in which the indicators listed here might be seen in practice. These are just a handful of possibilities, out of many hundreds. Most are suitable for pupils of all ages - they need not be limited to the key stage for which they are listed, for pupils develop their understanding over the years through constant revision and revisiting.

On page 20 there is a checklist of the features of good classroom practice. Most or all of these are relevant to the teaching of Science and at all key stages.

In the bibliography on page 66 there are some publications on science education which you may find useful.

Key stage 1

- In studies of how humans keep healthy, use images, examples and case-studies from a wide range of historical, geographical and cultural settings.
- In studies of the seasonal and daily effects of the Earth, Sun and Moon system, provide pictures, photographs, diagrams and images of many different kinds, and reflecting a wide range of cultural contexts and geographical areas.
- Use familiar objects and simple musical instruments from a variety of cultural traditions to make and experience sounds.
- When studying similarities and differences between themselves and others, and the uniqueness of individuals, refer to the scientific unimportance of skin colour.
- When studying the force of gravity, include ecological methods of irrigation from a range of countries.

Key stage 2

- Provide pictorial displays which show scientific activity (hypothesising, designing fair tests, predicting, theorising about causal links, etc) at all times in human history, and in a wide range of countries and cultures.
- In studies of the weather and water cycle, draw examples from all parts of the world, and similarly with regard to the distribution of raw materials, the effects of geological events, combustion of fuel, etc,.
- In studies of renewable and non-renewable energy, and the efficient use and origins of fuels used in the home, including charcoal, oil, solar energy, etc, use case-study examples from a range of cultural settings.
- When considering competition between living things refer also to the benefits of cooperation and mutual dependency in biology, society and culture.

Key stage 3

- When considering the effects of heat on materials refer to the 2,000 year-old carbon steel making furnaces of Tanzania.
- With appropriate illustrations such as the use of dried milk or the use of pesticides and fertilisers, develop understanding of the limitations of scientific evidence.
- In studies of the cost, transfer and conservation of energy, and the generation of electricity from different national and global energy sources, show the ways in which scientific knowledge and understanding have developed within situations of political debate and controversy.
- In studies of the structures of bridges analyse the understanding of physical principles in constructions, designs and materials across a range of cultures, situations and historical periods.

Key stage 4

- In studies of genetic variation and inheritance analyse statistical data to show that 'race' is not a scientific concept, and that differences in physical appearance are of no scientific significance.
- Use scientific knowledge to evaluate the social, moral, economic, health and safety, political and environmental factors associated with, for example:
  - the destruction of the South American rainforests;
  - manufacturing a metal, ceramic, plastic or fibre;
  - genetic engineering and eugenics;
  - varying technologies in medicine, agriculture and energy generation;
  - artificial ecosystems.
- When considering the nature of scientific ideas include consideration of cultural and religious views, for example Buddhist and Islamic.

TECHNOLOGY – Indicators of good practice

(a) Design and technology

1 Activities, assignments and projects refer to a variety of cultural, climatic and historical contexts, as appropriate, but illustrate common elements, problems and concerns in human experience, for example with regard to shelter, transport, and food preparation and manufacture.

2 Pupils are aware that technological advance is not the monopoly of any single culture, but that developments over the centuries have taken place in many different cultures and countries.

3 Materials, tasks and activities reflect the pupils' own firsthand experience of life, and reflect the multi-ethnic and multi-cultural nature of society.

4 Pupils appreciate that all societies, past and present, have a range of both simple and complex technology. They understand the concept of appropriateness, and are aware that the most appropriate technology can often be quite simple.

5 High technology is not equated with social sophistication and progress.

6 Illustrations in books, posters and worksheets show a range of women and men engaged in technological activities, from a variety of ethnic and cultural backgrounds.

7 The language of technology is clearly explained, enabling all pupils to have access to the curriculum, and is developed in collaborative groupwork and problem-solving. Bilingual support is provided within the mainstream classroom or workshop. Learning is made intelligible by context and through practical tasks and activities so that it is not wholly dependent on competence in English.

8 Through links with other subjects technology is seen in its social, cultural and historical contexts, and enables pupils to extend their knowledge of themselves and of the world around them.

9 Care is taken, in choices of contexts in which pupils identify needs and design solutions, to avoid reinforcing negative images of certain people being merely passive and dependent, for example the elderly or disabled, or people in developing countries.

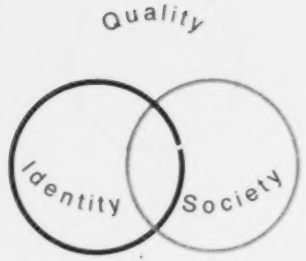
(b) Information technology

10 Pupils learn to retrieve information and to evaluate its use and validity, and so become independent learners.

11 Word-processing software is available for the written forms of languages which pupils speak and learn.

12 Illustrations in manuals, leaflets and worksheets show a range of women and men involved in information technology, from a variety of ethnic and cultural backgrounds.

13 Through other subjects pupils' capability in information technology is related to the use of IT in social, cultural and historical contexts.



Please note:

The three overarching principles of equality assurance - to do with quality for all, personal and cultural identities, learning for citizenship - are described in greater detail on pages 11-16.

On the opposite page there are examples of ways in which the indicators listed here might be seen in practice. These are just a handful of possibilities, out of many hundreds. Several are suitable for pupils of all ages - they need not be limited to the key stage for which they are listed, for pupils develop their understanding over the years through constant revision and revisiting .

On page 20 there is a checklist of the features of good classroom practice. Most or all of these are relevant to the teaching of Technology, and at all key stages.

In the bibliography on page 67 there are some publications on Technology which you may find useful.

Key stage 1

- Design and make model irrigation systems, and test them out growing plants in the classroom.
- Examine and evaluate a collection of small toys from a range of countries and cultures.
- Plan and discuss a new decoration scheme for the classroom or for a part of the school, bearing in mind the combination of shapes, forms, structures, colours, patterns and textures.
- Design and make stick puppets stimulated by a demonstration of sophisticated examples from India or Indonesia.

Key stage 2

- Devise a questionnaire asking other children about their likes and dislikes regarding the playground, and identify valuable changes which might be made. Illustrate with plans or models.
- Create a display of clothing from different parts of the world, and provide labels explaining the technology involved. Relate also to factors of religious belief and social trends.
- Make toys following an evaluation of a collection of toys from a range of economic and cultural perspectives, including electronic games and spinning tops.
- Create and maintain a database about the class, showing for example links with countries and cultures outside Britain, and create tabulations and charts.
- Devise and use suitable methods to reinforce structures, stimulated by considering sophisticated examples such as Malaysian timber housing or boat design.

Key stage 3

- Design and make first aid boxes for use in different parts of the world, and compare and contrast needs and design briefs.
- Prepare an informal buffet for a group of friends from a range of religious and cultural backgrounds.
- Explore the failure of an intermediate technology project such as the Kerala Boat saga (case study available from Intermediate Technology Group, address on page 68), or examples in *Time to Listen: the human aspect in development*, by Laurence Taylor and Peter Jenkins, also available form ITG.
- Design and make an ecologically appropriate food product which will provide one third of the daily nutritional requirements of 13-14 year-old boys and girls. Provide an account of its ecologically sustainable production.

Key stage 4

- Design and make a folding structure capable of supporting material for a temporary shelter for a refugee family escaping famine, or geological or ecological disaster, in the UK or elsewhere in the world.
- Present interim ideas for a school magazine about issues of current social and political importance, using mock-ups and scale drawings, and use audience feedback to refine the design, using computer supported editing techniques. Produce a specimen paper.
- Analyse the ways of storing food used by different cultures and at different historical periods before designing and making new containers.
- Contact or visit a range of voluntary organisations which make use of information technology; consider how information technology was introduced, its effects on employees and the functions of the organisation, and suggest ways in which its introduction might have been improved.

BEST COPY AVAILABLE

5 THE WIDER SYSTEM – Indicators of good practice

Introductory note

At the time that this book was finalised (January 1993) it was still unclear, in certain important respects, how the education system would be managed, administered, planned and inspected through the 1990s. A government White Paper published in July 1992, and a Bill on the basis of it published in November, had indicated that there were likely to be very major changes in the systems with which teachers, parents and governors had previously been familiar.

Most of the notes which follow, however, are likely to be important, regardless of the balance which eventually emerges between Grant Maintained schools and LEA schools; between LEAs and the funding authorities; between the Office for Standards in Education, LEAs and the private sector in the organisation of various kinds and forms of inspection; between the School Curriculum and Assessment Authority (SCAA) and other bodies, including institutions of higher education, in programmes of research and development; between LEAs, schools, colleges, training organisations and Training and Enterprise Councils; and between the many different kinds of body which are available to provide consultancy, advice and training.

1 Local Education Authorities

1.1 An LEA's formal statement on the curriculum, issued according to the requirements of the 1986 Education Act, contains reference to the three components of equality assurance: (a) ensuring high quality for all, (b) supporting the development of personal and cultural identities, and (c) preparing for full participation in society.

1.2 The LEA has issued formal guidance to governing bodies on fair employment practices and procedures in the recruitment and appointment of staff, including internal promotions.

1.3 The LEA is itself seen to operate fair employment procedures in its own recruitment and promotion arrangements.

1.4 The LEA uses its influence to assist governing bodies to reflect in their composition the communities which they serve.

1.5 Any inspections carried out by the LEA pay focused attention to matters relating to ensuring equality of opportunity for all pupils, and documentation about the LEA's inspection programmes and procedures indicates the criteria which are used in this regard.

1.6 Training programmes for teachers and governors, including management training for heads and other senior staff, include frequent reference to equality issues.

1.7 Training programmes on teacher appraisal include attention to equal opportunities issues.

1.8 There is careful ethnic monitoring of all relevant data, including admissions to schools; end of key stage testing; destinations of school leavers; membership of governing bodies; exclusions, suspensions and truancy; and staffing profiles. Analyses of the data, showing changes and trends over time, and making recommendations for further action, are fed back to schools and are regularly reported to the Education Committee.

1.9 There is attention to social disadvantage in formulas for allocating any discretionary funds to schools.

1.10 The careers service has policy documentation, supported by training, on maintaining high expectations of ethnic minority pupils, and on presenting positive role models.

2 Inspections

2.1 Reports by the Office for Standards in Education on the education system as a whole include a detailed ethnic breakdown with regard to each of the following:

(a) standards at different key stages, including in particular GCSE subjects and grades;
(b) A level subjects and grades;
(c) destinations of school leavers at 16+ and 18+;
(d) admission of pupils to different kinds of school;
(e) the composition of sets, streams or bands in a representative sample of schools;
(f) truancy;
(g) exclusions;
(h) the composition of the teaching force;
(i) the composition of governing bodies;
(j) the extent to which parents are able in practice to send their children to the school of their first choice.

2. 2 Schools are required to provide inspection teams with an ethnic breakdown of the data on achievement, and on the matters listed above.

2. 3 Her Majesty's Chief Inspector or the Office for Standards in Education provides to registered inspectors an ethnic breakdown of data from comparable schools, in order that appropriate judgements can be made.

2. 4 The tendering arrangements for inspections stipulate, whenever appropriate, that summary reports for parents must be translated into community languages.

2. 5 Inspections of schools consider and report on the procedures which have been established for recording and dealing with racial harassment and abuse.

2. 6 Inspections of grant-maintained schools consider and report on the consultative arrangements with parents and local faith communities which schools have developed in relation to religious education.

2. 7 Registrations of inspectors are made according to fair employment principles and practices, and the Secretary of State periodically requires from Her Majesty's Chief Inspector an ethnic breakdown of all registered and licensed inspectors, including all lay inspectors.

3 Research and Development

Bodies and agencies concerned with research and development, including institutions of higher education, report on:

3. 1 The features of school effectiveness in relation to the achievement of ethnic minority pupils.

3. 2 Successful work in schools to combat and reduce racial harassment and abuse.

3. 3 Successful work in schools in the field of education for citizenship, with particular regard to issues of race equality and cultural diversity.

3. 4 The extent to which there is parental choice of school for ethnic minority communities, and of whether and how greater parental choice leads to higher standards.

3.5 Ways in which publication of truancy rates is associated with higher motivation and less disaffection amongst pupils, including ethnic minority pupils.

3.6 Ways in which schools seek and receive advice, support and training services from bodies outside themselves, whether LEA-provided or private sector provided, on ensuring that their curriculum is accessible to all pupils, including ethnic minority pupils, and on combating and reducing racial prejudice and harassment;

3. 7 Good practice in communicating assessment information between schools and parents, and at primary/secondary transfer, including particular reference to practice in multi-ethnic schools and areas;

3. 8 The effectiveness of the annual parents' meeting in guaranteeing a school's accountability to parents, and of other mechanisms which schools use to enable there to be scrutiny by parents, employers and the local community.

4 National Bodies and Agencies

At the time that this book went to press it was envisaged that the following new statutory bodies would be influential through the 1990s: the Funding Agency for Schools and the Funding Council for Wales; the Office for Standards in Education; the School Curriculum and Assessment Authority.

4.1 Staff appointments to national bodies and agencies are made according to fair employment principles and practices.

4.2 The Secretary of State periodically requires and publishes an ethnic breakdown of the staffing of national bodies.

4.3 All national bodies are subject to the Race Relations Act 1976 and the Sex Discrimination Act 1975.

4. 4 The criteria for membership of national bodies include a requirement that the membership as a whole should have a sound knowledge of issues relating to cultural diversity and equal opportunities.

4. 5 Schools receive guidance from national statutory bodies, as appropriate, on fair employment procedures; non-discriminatory practices in admissions policies for pupils; and on non-discriminatory practices in the use of punishments and sanctions, in particular exclusions.

4.6 Statutory bodies cooperate in ethnic monitoring of local school systems, and jointly take steps to ensure that a system does not work to the disadvantage of ethnic minority families and communities.

4. 7 All consultations conducted by national statutory bodies are with, amongst others, organisations which represent or include ethnic minority parents and communities.

4. 8 Whenever appropriate consultation documents are translated into community languages.

4. 9 Adequate and appropriate time-scales for deliberation and response are provided, so that voluntary organisations and associations representing parents and local communities have sufficient time to respond.

5 Training and Enterprise Councils

Training and Enterprise Councils will have an increasingly influential role through the 1990s as a broker and financer in strategically setting training and enterprise targets which are delivered through a range of link organisations and trainers. Many of these work directly to support the curriculum. Such groups include School Curriculum Industry Partnership (SCIP), Business in the Community (BITC), Science and Technology Regional Organisations (SATRO) and local Education Business Partnerships.

5.1 Staff appointments to Training and Enterprise Councils are made according to fair employment principles and practices.

5.2 The criteria for employment within Training and Enterprise Councils include a requirement that employees have a sound knowledge of issues relating to cultural diversity and equal opportunities.

5.3 Schools, colleges, partnership groups and training organisations receive guidance from Training and Enterprise Councils as appropriate on the implementation of fair employment procedures and the fulfilment of statutory requirements in equal opportunities.

5.4 Training and Enterprise Councils support and promote ethnic monitoring, both internally and by local employers and trainers, and take measures to ensure the availability of data about levels of participation in training and work and about qualifications among ethnic minority groups.

5.5 Training and Enterprise Councils set targets and take action as appropriate to identify and overcome barriers to full participation in training and work by ethnic minorities.

5.6 Consultation procedures provide for adequate and appropriate time-scales for deliberation and response from ethnic minority communities and organisations, with consultation documents being translated into community languages..

5.7 All Training and Enterprise Council funded training and education initiatives require deliverers to operate strategies which ensure access and involvement across the community.

5.8 Training and Enterprise Councils ensure the involvement of groups representing ethnic minority parents, employers and communities and designated equal opportunities personnel in their networking of companies, training organisations and community groups.

6 Controversies and Terms

Handling Controversial Issues

Many of the topics touched on in this book are controversial - matters of debate, not consensus. There are disagreements within British society, and also in the wider world society of which Britain is a part.

For example there are differences:

- within and between different communities and sub-cultures, particularly with regard to religious faith and observance, and to personal moral values and behaviour;
- between teenagers and their parents;
- within the teaching profession, and between teachers and lay people, about teaching methods and styles, and forms of school organisation;
- between the readers of different newspapers, and the supporters of different political parties.

At almost any time, teachers may find themselves having to answer questions from pupils such as the following. The questions are put indirectly and through behaviour as well as in words. Also, the answers are communicated through messages in teachers' behaviour and general conversation as well as entirely directly:

'My parents say that drawing pictures of human beings is against our religion. But I want to draw a picture of my friend. What shall I do?'

'There was someone on TV last night saying that the Prime Minister is against ethnic minority people. What do you think?'

'My dad says there are too many coloured people in this country, and should go back where they came from. I don't agree with him, and I don't like the word coloured. What should I say to him?'

'There's an article in today's newspaper saying that multicultural education is useless and does a lot of harm. What do you think? What do other teachers at this school think?'

'Most religions treat women very badly, don't they?'

'Are you as sickened as I am by all the anti-Muslim propaganda on television? Why does television do this?'

'There's no doubt about it, the British Empire did a great deal of harm - don't you agree?'

How to reply or respond? Often replies have to be given on the spur of the moment, taking into account the uniqueness of the situation and of the individual pupil. A book cannot lay down in advance what exactly the 'correct' answer or line should be in all circumstances. It is, however, possible to suggest some general principles. Some at least of these are likely to be useful in any one situation:

1 Teachers' own personal views should not be presented as inherently correct. They may well, however, be a useful resource. Pupils may find it valuable, as they work out solutions for themselves, to know what their teachers think, and how and why they formed the opinions which they have.

2 It is sometimes entirely appropriate, of course, for a teacher to say firmly that such and such a statement is right or wrong - 'that is not true', 'that opinion does a lot of harm', 'I agree with you'. However, the basic educational task is to enable pupils to think for themselves, weighing up evidence, choosing between alternatives, showing respect for those with whom they are in disagreement, and abiding by the rules and conventions of courtesy and rational debate. It is often therefore appropriate to turn pupils' questions round: 'What do *you* think? Why? Have you always thought that? Do you think that's fair? What would cause you to change your view?'

3 It is miseducation or indoctrination to say or imply that there is consensus when in reality there is not. It is often therefore appropriate to acknowledge and emphasise that there are disagreements in British and world society. Pupils need to understand that the issues are very complex, and that it is often more important to live with uncertainty and dispute than to settle for an answer which is over-simple.

4 There are certain moral principles enshrined in national legislation, and schools of course have a clear duty to uphold these. For example, and particularly relevant to the subject-matter of this book, the Race Relations Act 1976 makes racial discrimination unlawful and commends principles of tolerance, fairness and justice. It is entirely appropriate for teachers to commend and promote such principles.

5 Freedom of thought and expression is an important value and should be protected - in schools as well as in wider society. However, it can conflict with the equally important right not to be threatened or abused. In practice, the law of the land often puts the right of one person not to be threatened above the right of another to express their opinions. This is usually appropriate in schools as well: pupils have the right not to feel threatened or abused, and teachers need to protect this.

Please note

A judgement of the European Court of Human Rights in 1982 requires that information or knowledge included in the curriculum should be 'conveyed in an objective, critical and pluralistic manner. The State is forbidden to pursue an aim of indoctrination that might be considered as not respecting parents' religious and philosophical convictions'. The full legal reference is on page 60.

Concepts and Terminology

Many key terms and phrases relating to the subject-matter of this book are contested. The same word can mean different things, and have different connotations and nuances, for different people. Further, a word or phrase can change in its meanings and usage, for any one person or group, within a short space of time. There is in consequence no wide consensus in British society on the meanings of key terms such as 'equality', 'ethnicity', 'race', 'racism' and 'culture'. The notes which follow indicate how these key words have been used in this book, and outline briefly the legal concept of discrimination.

'Equality'

The term *equality* in this book reflects the moral view that all people are of equal value, and should receive equal opportunities, access and treatment. Further, and very importantly, it reflects the view that positive action should be taken to ensure that unjustifiable obstacles to equal opportunity and access should be identified and removed.

It is important, incidentally, to recall that 'equal treatment' does not necessarily mean 'the same treatment'. Doctors who treat all their patients equally, for example, do not prescribe for all of them the same medication.

'Ethnicity'

In popular usage the word 'ethnic' often means or implies non-Western, as in 'ethnic clothes', 'ethnic food', 'ethnic music', etc. The word is not used in this sense in this book.

The term 'ethnic group' was given a legal definition by the House of Lords in 1983 (Mandla v Dowell Lee 2 AC 548). For a group to constitute an ethnic group, its members must regard themselves, and must be regarded by others, as a distinct community by virtue of certain characteristics.

The two essential characteristics of an ethnic group are (1) a long shared history, of which the group is conscious as distinguishing it from other groups and the memory of which it keeps alive and (2) a cultural tradition of its own, including family and social customs and manners, often but not necessarily associated with religious observance.

In addition to these two essential characteristics, the House of Lords noted that there may be other relevant features, such as a common geographical origin, and a common language, literature or religion.

'Race Equality'

The term *race equality* became current in many organisations, institutions and public services during the 1980s to draw a distinction with other dimensions and forms of equality, and to refer to aims and programmes concerned specifically with combating racial discrimination and prejudice.

'Race' and 'racial'

The words *race* and *racial* are much used in modern society - in everyday conversation as also in legislation and in the media. Phrases such as 'race relations', 'race row', 'racial equality', 'racial group', 'racial harmony', and so on, are in frequent use. However, they are not at all satisfactory. They are remnants of a belief formed in previous centuries, now totally discredited, that human beings can be hierarchically categorised into distinct 'races' or 'racial groups' on the basis of physical appearance, and that each so-called race or group has distinctive cultural, personal and intellectual capabilities.

Modern science has shown that the biological category of race is meaningless when applied to the human species. Biologically, the human species shares a common gene pool, and there is much more genetic variation within each so-called racial group than between them.

Racism

However, the realities of racism are undeniable. Physical differences are still frequently seen as indicative of the ethnic group (as defined above) to which a person belongs, or whether or not a person really belongs in the country where they live. Human beings continue to 'racialise' each other - that is, to suppose that physical features are signs of significant differences, and to use this false belief as a way of justifying inequalities in the distribution of resources, advantages and benefits.

A distinction may be usefully drawn between 'personal racism' and 'institutional racism'. The former is clearly seen in name-calling, abuse, harassment and violence. The term 'institutional racism' refers to customs and routine practices which have the effect, though not necessarily the intention, of excluding and disadvantaging people on the basis of their culture, ethnicity or appearance. Both forms of racism involve making sweeping generalisations about the characteristics of people whose appearance or culture is different from one's own, and using such stereotypes to justify their exclusion from key resources, opportunities and power.

Such exclusion leads to racial disadvantage - deprivation, poor housing, unemployment or hazardous employment, poor access to services, low involvement in political and social affairs - which in its turn is likely to lead to further prejudice and discrimination, such that there is a vicious circle, with racism continually strengthened and reinforced.

Race equality measures are most unlikely to be successful in the long term unless they are part of an integrated programme to redress and reduce inequalities more widely. The Burnage Report, *Murder in the Playground* (publication details on page 61), made this essential point clearly in its critique of many current policies in schools and local authorities: 'The fundamental error of these … policies is that they assume that a complicated set of human relations, made up of many strands, including class, gender, age, size and race, can be slotted into a simple white versus black pigeon hole. This simple model assumes that there is uniform access to power by all whites, and a uniform denial of access and power to all blacks.'

'Culture'

Discrimination, exclusion and harassment take place on the basis not only of 'race' or 'colour' but also on the basis of culture, religion and history.

The terms *culture* and *cultural tradition* are used in this book to refer to the system of beliefs, assumptions, sentiments and perspectives, many of them unconscious and taken-for-granted, which members of a group have in common; and the embodiment of such beliefs, assumptions, sentiments and perspectives in customs, routines, rules and rituals. Every individual may participate in the life of different groupings, and may therefore take part in a range of different cultures, and make choices between them. For this reason most cultures are in a state of change and development, and are affected and influenced by other cultures.

There are often conflicts of interest, and differences in power and status, between different groupings, and therefore also between different cultures. The terms *cultural diversity* and *cultural pluralism* refer to the positive value to society as a whole of understanding and sharing between different cultures. The opposite to such pluralism is a society in which the dominant culture leaves no space for other cultures to flourish.

Discrimination

The Race Relations Act 1976 states that 'a person discriminates against another … if … on racial grounds he treats that other less favourably than he treats or would treat other persons'. Direct discrimination occurs when someone is treated less favourably because they are, or are perceived to be, a member of a particular ethnic or 'racial' group.

The 1975 White Paper which preceded the Race Relations Act emphasised that 'it is insufficient for the law to deal only with overt discrimination. It should also prohibit practices which are fair in a formal sense but discriminatory in their operation and effect'. Barriers to equal opportunities are 'against the public interest irrespective of motive and whether or not they operate against an identifiable individual victim.'

The concept of indirect discrimination was therefore introduced. An explanation by the Commission for Racial Equality runs as follows: 'Indirect discrimination occurs when a condition or requirement is applied to everyone but is such that a smaller proportion of a particular racial group can comply with it than others; it constitutes a detriment to those who cannot comply; it cannot be justified.'

The Court of Appeal in 1988 (Hampson v Department of Education and Science) held that when considering whether the imposition of a condition was justifiable, industrial tribunals have to balance the discriminatory effect of the condition against the reasonable needs of the person who applies the condition; and that the condition be justifiable only if the discriminatory effect can be objectively justified by those needs.

Administrative and voluntary measures

The 1975 White Paper noted that 'legislation is capable of dealing not only with discriminatory acts but with patterns of discrimination, particularly with patterns which, because of the effects of past discrimination, may not any longer involve explicit acts of discrimination. Legislation, however, is not, and can never be, a sufficient condition for effective progress towards equality of opportunity. A wide range of administrative and voluntary measures are needed to give practical effect to the objectives of the law.'

Practical Implications

Practical implications for schools and local authorities of the legal concept of indirect discrimination have been set out in *Lessons of the Law: a casebook of racial discrimination in education*, published in 1991 by the Commission for Racial Equality. This brief and clear booklet looks at actual legal cases of the preceding 15 years, and tells the human stories behind them; further, it explains the complexities and workings of the law on discrimination in educational contexts, and shows that legal redress against acts of discrimination in education is possible. It is available from the Commission for Racial Equality, address on page 68. The Commission also provides guidance on the range of administrative and voluntary measures required to give practical effect to the objectives of the law.

Human rights and education: the European Dimension

The United Kingdom has, since 1950, been a signatory to the European Convention of Human Rights. Although it has not yet been directly incorporated into British law, it nevertheless applies where it is not specifically excluded by national legislation.

The Convention provides that 'no person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical conviction' (Article 2 of Protocol No. 1).

This was later interpreted by the European Court of Human Rights to imply that 'the State, in fulfilling the functions assumed by it in regard to education and teaching, must take care that information or knowledge included in the curriculum is conveyed in an objective, critical and pluralistic manner. The State is forbidden to pursue an aim of indoctrination that might be considered as not respecting parents' religious and philosophical convictions. That is the limit that must not be exceeded.' (See para. 53 of its judgment of 7 Dec 1976 in Kjedsen, Bush Madsen and Pedersen, Series A No. 23.)

The Court has also emphasised that the scope of Article 2 is broader than the mere content of instruction, and that the right to education 'by its very nature calls for regulation by the State, regulation which may vary in time and place according to the needs and resources of the community and of individuals. It goes without saying that such regulation must never injure the substance of the right to education nor conflict with other rights enshrined in the Convention.' (See para. 35 of its judgment of 25 Feb 1982 in Campbell and Cosans v. United Kingdom, Series A No. 48 and para 5 of its judgment in the Belgian Linguistic Case.)

One of those 'other rights' (which is contained in Article 14 of the Convention) provides that 'the enjoyment of the rights and freedoms set forth in this Convention (which includes the right of education) shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.'

7 Resources and Bibliography

The listings in this section of the book are grouped under two main headingss. First, there are general books and articles relevant to school management and organisation. Second, there are some references for each separate subject in the basic curriculum.

A School management and organisation

The listings below are concerned respectively with (1) general policy issues (2) pupil behaviour and pastoral care (3) classroom methods and relationships and (4) assessment.

(1) General Policy Issues

Dufour, Barry (ed) (1990): *The New Social Curriculum : a guide to cross-curricular issues.* A collection of essays on key themes and dimensions in the national curriculum, with particular reference to social issues.

Epstein, Debbie (1993): *Changing Classroom Cultures: anti-racism, politics and schools,* Trentham Books. Summarises recent political debates about education, and gives an account of change processes in three primary schools, tied to a detailed analysis of discourse in schools.

Gaine, Chris (1987): *No Problem Here,* Hutchinson. Contains useful summaries of theoretical issues and debates, and has many practical suggestions for work in schools in all-white areas.

Gill, Dawn, Mayor, Barbara and Blair, Maud (1992): *Racism and Education: structures and strategies,* Sage Publications and the Open University. A collection of essays about policy-making at various levels, and about practical projects and programmes in schools.

Houlton, David (1986): *Cultural Diversity in the Primary School,* Batsford. Contains many practical suggestions and ideas for the classroom, and clear accounts of theoretical controversies.

Klein, Gillian (1993): *Education towards Race Equality,* Cassell. Clear historical account of responses by politicians and educationists to the multi-ethnic nature of British society, and with practical guidance on school management, classroom organisation and curriculum development in the current educational climate.

King, Anna and Reiss, Michael (eds) (1993): *The Multicultural Dimension of the National Curriculum,* Falmer. A set of theoretical essays on each of the 11 subjects of the Basic Curriculum, plus case-study accounts of specific issues in schools and lengthy bibliographies. An introductory essay by Sally Tomlinson ('The Multicultural Task Group: the Group That Never Was') recalls that the National Curriculum Council failed to publish detailed guidelines on this subject.

Lane, Jane (1991): 'The 1989 Children Act: a framework for racial equality in children's day care', *Multicultural Teaching* 10.1. How race equality is built into important legislation affecting younger children.

Macdonald, Ian et al (1989): *Murder in the Playground: the Burnage Report,* Longsight Press. The inquiry into the murder of 12-year-old Ahmed Ullah illuminated many fundamental issues in multicultural education and anti-racism, and in general school management.

Massey, Ian (1991): *More than Skin Deep. developing anti-racist multicultural education in schools,* Hodder and Stoughton. Contains clear account of controversies over the years, including reference to the national curriculum, and with particular reference to 'all-white' areas.

Modood, Tariq (1992): *Not Easy Being British: colour, culture and citizenship,* Trentham Books. A set of essays arguing for new approaches to the concept of multiculturalism in schools and society, with particular reference to Muslim viewpoints.

National Union of Teachers (1992): *Anti-Racist Curriculum Guidelines.* Summary of key issues, with particular reference to the national curriculum.

Parekh, Bhikhu(1990): 'Britain and the Social Logic of Pluralism', chapter in **Commission for Racial Equality**, *Britain : a plural society.* An authoritative discussion of the concept of pluralism in modern Britain, and by implication of education for citizenship.

(2) Pupil Behaviour and Pastoral Care

Buck, Martin and Inman, Sally (1992): *Whole School Provision for Personal and Social Development*, Goldsmiths' College, University of London. A theoretical framework for relating the national curriculum's cross-curricular themes to the objectives of personal and social education.

Casdagli, Penny and Gobey, Francis (1990): *"Only Playing, Miss!" - the playscript/workshops in school*, Trentham Books. One-hour play in English, English sign and Bengali about bullying in a secondary school, with suggestions about how the play can be used.

Commission for Racial Equality (1987): *Learning in Terror*. Case-study accounts of racial harassment and bullying experienced by pupils at school, and on journeys to and from school.

Davey, Alf G (1987): 'Giving parents a voice in multicultural education', *Multicultural Teaching* 5.3. Research showing keen interest of ethnic minority parents in their children's education.

Duncan, Carlton (1989): *Pastoral Care: an antiracist multicultural perspective*, Blackwell. Overview of principal issues.

Keise, Celestine (1992): *Sugar and Spice? : bullying in single-sex schools*. Trentham Books. Practical guidance on dealing with bullying, and with useful questionnaires for use with pupils.

Ross, Carol and Ryan, Amanda (1990): *Can I Stay In Today, Miss? : improving the school playground*, Trentham Books. Strategies and procedures for reducing aggression amongst pupils.

Tattum, Delwyn and Herbert, Graham (1993): *Countering Bullying*, Trentham Books. Case-study descriptions of effective programmes to reduce incidents of bullying.

Troyna, Barry and Hatcher, Richard (1992): *Racism in Children's Lives: a study of mainly white primary schools*, Routledge. How children relate 'commonsense' racist views in society to their own school experience.

Wright, Cecile (1992): *Race Relations in the Primary School*, David Fulton Publishers. A readable account of relationships in four schools, with many transcripts of children talking.

(3) Classroom methods and relationships

Brown, Clare, Barnfield, Jacqui and Stone, Mary (1990): *Spanner in the Works: education for racial equality and social justice in white schools*, Trentham Books. Cross-curricular approaches to teaching children about their own and others' feelings.

Epstein, Debbie and Sealey, Alison (1990): *Where It Really Matters: developing anti-racist education in predominantly white primary schools*, Birmingham Development Education Centre. Handbook recalling the background of racial discrimination and prejudice, and detailing practical classroom approaches.

Development Education Centre, Birmingham and **Development Education Project, Manchester**: these two centres have published many valuable materials over the years which are relevant to the subject-matter of *Equality Assurance in Schools*, and which use lively classroom methods and practical approaches. The materials are also all mentioned in the Oxfam Education catalogue. Addresses are on page 68.

Gillborn, David (1990): *'Race', Ethnicity and Education: teaching and learning in multi-ethnic schools*, Unwin Hyman. Case-study description of a secondary school, with particular attention to effect of teacher expectations and assumptions on pupils' learning and attainment.

Green, Peter (1985): 'Multi-Ethnic Teaching and Pupils' Self-Concepts', pages 46-53 of *Education for All* (The Swann Report), HMSO. A report on how 12 'highly ethnocentric' and 12 'highly non-ethnocentric' teachers interacted with their pupils, and showing how pupil performance is shaped by teacher expectation.

Klein, Gillian (1984): *Resources for Multicultural Education*, Longmans, York, for the Schools Council. Includes (pp 54-61) a useful summary of major research projects of the early 1980s.

(4) Assessment

Commission for Racial Equality (1992): *Set to Fail*, CRE. Close study, involving collaboration between a secondary school and the CRE, which shows the negative effects of streaming and setting, and the inadequate basis on which streams and sets are often formed.

Eggleston, John (1988): 'The New Education Bill and Assessment - some implications for black children', *Multicultural Teaching* 8. 2.

Gill, Bruce (1993): 'Pedagogy and Assessment: school processes', in **King, Anna and Reiss, Michael** (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer.

Gipps, Caroline (1990): *Assessment: a teacher's guide to the issues*, Hodder and Stoughton. The whole book is valuable, and chapter 5 (pp 47 -58) considers equal opportunities and bias in particular.

Gravelle, Maggie (1990): 'Assessment and Bilingual Pupils', *Multicultural Teaching* 9. 1. Suggests positive steps which monolingual teachers can take to ensure that bilingual pupils are assessed fairly.

Keel, Pat (ed) (1993): *Assessment in the Multi-ethnic Classroom*, Trentham Books. Practical guide to assessing pupils at each key stage, taking account of ethnicity and language diversity.

Wright, Cecile (1985): 'Who succeeds in school and who decides?', *Multicultural Teaching* 4. 1. An ethnographic study originally written for *Education for Some* ('the Eggleston Report') revealing the effects of streaming and banding, and the inadequate criteria used by schools when creating teaching groups.

Part Two : The basic Curriculum

Please note: extensive lists of materials, articles and books are available from AIMER, the Access to Information on Multicultural Education Resources, based at the University of Reading. AIMER's publications include one which is entitled 'Photocopiable resources to support the multicultural dimension of the National Curriculum'. Details are available from the address on page 68.

(5) Art

Afro-Caribbean Education Resources Project (1981): *Words and Faces*, available from ACER, address on page 68. For primary schools. Contains reminders and material on the role of art education in developing pupils' self-esteem.

Dabydeen, David (1987): *Hogarth's Blacks: images of Blacks in eighteenth century English art*, Manchester University Press. A critique of the portrayal of the 'lower classes' and black people by white painters.

Daniel, Sudha and Mason, Rachel (1993): chapter in **King, Anna and Reiss, Michael** (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer.

Marland, Michael (1989): 'Arts, Cultures and the Curriculum', *Multicultural Teaching* 8. 1. Sets out the main issues facing the teacher of Art when determining the appropriate balance between European and non-European art.

Mason, Rachel (1988): *Art Education and Multiculturalism*, Croom Helm. Contains a review of different approaches to art education, with distinctions drawn between the global or internationalist orientation, the ethnic arts or single studies orientation, the anti-racist orientation, and the human relations orientation.

Owusu, K (ed) (1988): *Storms of the Heart: an anthology of Black arts and culture*, Camden Press.

Sarup, Madan (1991): *Education and the Ideologies of Racism*, Trentham Books. Includes a study of racism and art to illustrate the book's principal argument.

Walters, S (1990): *Anti-racism and Art in Britain and South Africa*, Oxfam Education Department.

(6) English

Adams, Anthony (1993): chapter in King, Anna and Reiss, Michael (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer.

Arora, Ranjit (1986): chapter on language in **Arora, Ranjit and Duncan, Carlton** (eds) : *Multicultural Education : towards good practice*.

Cox, Brian (1991): *Cox on Cox: an English curriculum for the 1990s*, Hodder and Stoughton. A useful survey of issues to do with Standard English and knowledge about language.

Dabydeen, David (1988): *A Handbook for Teaching Caribbean Literature*, Heinemann.

Edwards, Viv, Goodwin, Jagiro and Wellings, Angela (1991) *English 7-14: every child's entitlement*, David Fulton Publishers. Contains many useful aide-memoires, and quotations from children's writings.

English Centre (1981): *The Languages Book*, published by ILEA's English Centre. A major pioneering handbook when it first appeared, very practical and inspiring. Still well worth consulting and using.

English Centre (1984): *The English Curriculum: Race: materials for discussion*, ILEA English Centre. Still very valuable.

Evans, E (ed) (1992): *Reading Against Racism*, Open University Press. A collection of theoretical essays from English-speaking countries and containing useful annotated booklists.

Goody, Joan (ed) (1992): *Multicultural Perspectives in the English Curriculum*, National Association for the Teaching of English. A pack of useful articles, with many suggestions about important texts. Available from NATE, address on page 68.

Gregory, Audrey and Woollard, Norah, (eds), (1985): *Looking into Language*, Trentham Books. Handbook compiled by practising teachers to support work in multilingual classrooms.

Houlton, David (1985): *All Our Languages : a handbook for the multilingual classroom*, Edward Arnold. Contains many practical ideas, arising from a major national project of the early 1980s.

Naidoo, Beverley (1992): *Through Whose Eyes?: exploring racism - reader, text and context*, Trentham Books. Contains detailed descriptions of teaching literature about 'race' issues to 13/14-year-old pupils, with many extracts from transcripts and the pupils' own writings.

Oxford Development Education Centre (1992): *Books to Break Barriers - a review guide to multicultural fiction for young people*. Listings and brief reviews, for pupils in the entire age-range from pre-school to upper secondary. Available from Development Education Despatch Unit, address on page 68.

Savva, Helen (1990): 'The Multilingual Classroom' in Harris, J and Wilkinson, J, *A Guide to English in the National Curriculum*, Stanley Thornes.

Warner, Rachel (1992): *Bangladesh is My Motherland*, Minority Rights Group, address on page 68. Describes in clear detail the sophisticated knowledge about language which many bilingual pupils in Britian have, and discusses practical ways of building on these strengths. Contains several interesting transcripts, and some useful INSET activities for use in staff meetings and training sessions.

(7) **Geography**

Hicks, David and Fisher, Simon (1985) *World Studies 8-13: a teachers handbook*, Oliver and Boyd. Contains valuable reminders and practical classroom ideas for teaching about other countries and world affairs.

Hicks, David and Steiner, Miriam (1989) *Making Global Connections: a world studies workbook*, Oliver and Boyd. Contains many practical methods and approaches for teaching about world affairs and global interdependence.

Pike, Graham and Selby, David (1988): *Global Teacher, Global Learner*, Hodder and Stoughton. A comprehensive guide to issues and practical approaches developed during the 1980s in the fields of world studies and global education.

Serf, Jeff and Sinclair, Scott (1992) *Developing Geography: a development education approach at key stage 3*, Development Education Centre, Birmingham. Guide on approaches to content in national curriculum Geography, with sections on attitudes, skills and enquiring about places. There is in addition a resource list.

Steiner, Miriam (1993) : *Learning from Experience: a world studies handbook*, Trentham Books. Updates and develops the world studies projects of the 1980s.

Walford, Rex (1993): chapter in **King, Anna and Reiss, Michael** (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer.

Please note:
Over the years teachers in the field of development education have compiled and published many valuable materials which are particularly relevant to Geography. The materials can be obtained from individual centres, and through the Oxfam education catalogue. Addresses on page 68.

(8) **History**

Attewell, Alex and Walker, Sam (1992): *Mary Seacole: teacher's pack and learning resource*, published with the Florence Nightingale Museum by Black Cultural Archives, address on page 68. An example of a resource which can be used in the teaching of nineteenth century history.

Booth, Martin (1993): chapter in King, Anna and Reiss, Michael (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer.

Bygott, David (1992): *Black and British*, Oxford University Press. Attractively presented and illustrated book for pupils, providing historical background to the contemporary situation.

de la Mothe, Gordon (1993): *Reconstructing the Black Image*, Trentham Books. Discusses representations of black people over the centuries, and their disparagement by artists and writers.

Fryer, Peter (1984): *Staying Power: the history of black people in Britain*, Pluto Press. Traces the struggles and contributions of black people in Britain since Roman times, and contains valuable data on black leaders and activists in 19th century politics, religion, literature and education.

Fryer, Peter (1993): *Aspects of British Black History*, Index Books. A pamphlet consisting of the transcripts of a series of talks, with many anecdotes and specific examples.

Gifford, Zerbanoo (1192): *Dadebhai Naoroji: Britain's First Asian M.P.*, Mantra Books. Intended for the 8-13 age-range, but also helpful for teachers.

Supple, C. (1993) *From Prejudice to Genocide: learning about the Holocaust*, Trentham Books. Describes the persecution of Gypsies and Jews before and during the Nazi era, and examines the 'Final Solution' through an array of contemporary comments and, more personally, the eyes of four survivors.

(9) Mathematics

Bishop, Alan (1993): chapter in King, Anna and Reiss, Michael (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer. There is an additional bibliography with a valuable list of books containing mathematical ideas from a range of different cultures.

Hemmings, Ray (1984): chapter in Craft, Alma and Bardell, Geoffrey (eds) *Curriculum Opportunities in a Multicultural Society*, Harper Row. One of the first publications on mathematics and the multicultural dimension.

Krause, Marina (1983): *Multicultural Mathematics Materials*, originally published in the United States, available in UK from Jonathan Press, address on page 68.

Ross, Alistair (1984): *The Story of Mathematics*, A & C Black. Shows how much of the mathematics taught in, for example, the national curriculum, has its origins in Africa, China and India, and in the works of Islamic scholars.

Seattle Public Schools (1984) *Mathematics Posters and Activities*. A set of posters and worksheets focusing on mathematics in a variety of countries and cultures. Jonathan Press, address on page 68.

Shan, Sharan-Jeet and Bailey, Peter (1990): *Multiple Factors: mathematics for equality and justice*, Trentham Books. A critique of textbooks in current use, followed by a wide range of practical recommendations and suggestions for mathematical exercises in the classroom.

Villasenor, David (1983) *Indian Designs*, Jonathan Press. Presents mathematical patterns used in American Indian art. Address on page 68.

(10) Modern Foreign Languages

Aplin, Richard, Miller, Ann and Starkey, Hugh (1985): *Orientations*, Hodder and Stoughton. Authentic French texts carefully selected for their global, as distinct from Eurocentric, content and origins.

Broadbent, John (1984): chapter in Craft, Alma and Bardell, Geoffrey (eds): *Curriculum Opportunities in a Multicultural Society*, Harper Row.

Byram, Michael (1993): chapter in **King, Anna** and **Reiss, Michael** (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer. Accompanied by a very useful bibliography.

(11) Music

Bedfordshire County Council: *A Multicultural Songbook*. 29 arrangements of well-known and easy-to-learn songs from a range of cultures., with melody lines, guitar chords and words. Available from the Multicultural Education Resources County Service, address on page 68.

Dobbs, Jack and Shepherd, Frances (1984): chapter in Craft, Alma and Bardell, Geoffrey (eds): *Curriculum Opportunities in a Multicultural Society*, Harper Row.

Glynne-Jones, Marjorie (1993): chapter in King, Anna and Reiss, Michael (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer.

Noel, Terry and Scarfe, Jill (1988): *Play Pan: learn music the steel pan way*, Trentham Books. Brief history of pans, and how to teach listening, performing and composing through pans.

Scarfe, Jill (1993) 'Music Education: whose music, whose education?', chapter in **Pumfrey, Peter and Verma, Gagendra** (eds), *Cultural Diversity and the Curriculum Volume 1, The Foundation Subjects and RE in Schools*, Falmer. Focuses in particular on issues in secondary schools.

Shepherd, Frances and Sahai, Sharda (1992): *Play Tabla*, Trentham Books. Based on practical work in schools in Britain, Canada and the United States, it takes players from the first steps to examination levels.

(12) Physical Education

Carrington, Bruce, (1982) 'Sport as a Sidetrack', in Barton, L and Walker, S (eds) *Race, Class and Education*, Croom Helm.

Leaman, Olive (1984): chapter on PE, dance and outdoor pursuits in Craft, Alma and Bardell, Geoffrey (eds): *Curriculum Opportunities in a Multicultural Society*, Harper Row.

Owusu, K (ed) (1988): *Storms of the Heart: an anthology of Black arts and culture*, Camden Press.

Semple, Maggie (1993): chapter in King, Anna and Reiss, Michael (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer.

(13) Religious Education

Hull, John (1992): 'The Transmission of Religious Prejudice', *British Journal of Religious Education* 14. 2. A reminder of dangers and pitfalls in religious education, particularly in the context of new national legislation.

Mabud, S (1992): 'A Muslim Response to the Education Reform Act 1988', *British Journal of Religious Education* 14.2.

Mitchell, Peter (1993): chapter in **King, Anna and Reiss, Michael** (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer.

Rose, David (1992): *Home, School and Faith: towards an understanding of religious diversity in schools*, David Fulton Publishers. Informative handbook covering the principal faith communities in Britain.

Wilkinson, Ian (1989): 'Religious Education and the Fight against Racism: some guidelines', *Multicultural Teaching* 8. 1.

Wood, Angela (ed) (1989): *Religions and Education*, Shap Working Party. A compilation of essays first published in the period 1969-1989, drawn together into a single handbook. Contains authoritative sections about each principal religion in Britain, and on curricular concerns, teaching styles, resources and collective worship. Available from the National Religious Education Centre, address on page 68.

Wood, Angela and Richardson, Robin (1993): *Inside Stories: wisdom and hope for changing worlds*, Trentham Books. Sixty traditional tales from a range of world cultures, with guidance on use in the classroom.

(14) Science

Ashrif, Shahid (1986): 'Ethnocentrism and myopia in scence teaching', *Multicultural Teaching*, 5.1. Outlines some of the many contributions to scientific knowledge which came from outside Europe.

Dennick, Reg (1992): *Multicultural and Anti-racist Science Education*, University of Nottingham. A review of connections between Western science and the development of racism, and with a commentary on aspects of the national curriculum.

Ditchfield, C (ed) (1987) *Better Science, Curriculum Guide 7: working for a multicultural society*, Heinemann and the Association for Science Education, for the School Curriculum Development Committee.

Gill, Dawn and Levidov, Les (eds) (1987): *Antiracist Science Teaching*, Free Association Books. Essays from an influential ILEA project of the 1980s.

Mears, Terry (1986): *Multicultural Approaches to Science*, in **Gundara, Jagdish et al** (eds) *Racism, Diversity and Education*, Hodder and Stoughton.

Peacock, Alan (ed) (1991): *Science in Primary Schools: the multicultural dimension*, Macmillan Education. Shows how multicultural dimensions can be built into national curriculum science.

Reiss, Michael (1993) *Science Education for a Pluralist Society*, Open University Press.

Reiss, Michael (1993): chapter in **King, Anna and Reiss, Michael** (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer.

Thorp, Steve (ed) (1991): *Race, Equality and Science Teaching: an active INSET manual for teachers and educators*, Association for Science Education. Designed for staff meetings, science departments and courses. There are workshops on initial reflections, starters and curriculum issues, and on policy development and review; for each workshop there are notes on purpose, resources, procedure, activities and guidance for facilitators. Available by post from ASE Booksales, address on page 68.

(14) Technology

Eggleston John (1992): *Teaching Design and Technology*, Open University Press. Chapter 5 (pp 59-67) deals specifically with issues of gender and race.

Eggleston John (1993): chapter on design technology in King, Anna and Reiss, Michael (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer.

Robinson, Brent (1993): chapter on information technology in King, Anna and Reiss, Michael (eds) (1993): *The Multicultural Dimension of the National Curriculum*, Falmer.

Intermediate Technology Group (1992): *Rural Blacksmith, Rural Businessman*, published by ITG, address on page 61. Useful example of a practical approach to the concepts of appropriate technology. ITG also publishes several other useful packs.

Siraj-Blatchford, John (1992): 'Science, Technology and Anti-racist Education', *Multicultural Teaching* 11. 1. Argues that technology and science are key curriculum areas in which to challenge racist attitudes amongst pupils.

Useful Addresses

Afro-Caribbean Education Resources (ACER), Wyvil School, Wyvil Road, London SW8 2TJ. (081 627 2662).

AIMER (Access to Information on Multicultural Education Resources), Reading and Language Information Centre, University of Reading, Bulmershe Court, Reading RG6 1HY. (0734 875123 ext 4871).

Association for Science Education Booksales, College Lane, Hatfield, Herts AL10 9AA (0707 267411).

Black Cultural Archives, 378 Coldharbour Lane, Brixton, London SW9 8LF.

Centre for Global Education, University of York, Heslington, York YO1 5DD (0904 433444).

Citizenship Foundation, 63 Charterhouse Street, London EC1M 6HJ (071 253 4480).

Commission for Racial Equality, 10/12 Allington Street, London SW1 (071 828 7022).

Commonwealth Institute, 230 Kensington High Street, London W8 6NQ (071 603 4535).

Council for Education in World Citizenship, Seymour Mews House, London W1H 9PE (071 935 1752).

Council of Europe (School Education Division), 67006 Strasbourg Cedex, France.

Development Education Centre, Selly Oak Colleges, Bristol Road, Birmingham B29 6LE (021 472 3255).

Development Education Despatches Unit, 151-153 Cardigan Road, Leeds LS6 1LT (0532 784030).

Development Education Project, Manchester Metropolitan University, Wilmslow Road, Didsbury, Manchester M20 8RG (061 445 2495).

English and Media Centre, 136 Chalton Street, London NW1 1RX.

Harcourt Brace Jovanovich (suppliers of resources developed in the former Inner London Education Authority), Foots Cray High Street, Sidcup Kent DA14 4BR (081 300 3322).

Institute of Race Relations, 2-6 Leeke Street, London WC1X 9HS (071 837 0041).

Intermediate Technology Group, Myson House, Railway Terrace, Rugby, Warwickshire CV21 3HT (0788 560 631).

Jonathan Press, Tey Brook Craft Centre, Brook Road, Colchester CO6 1JE (0206 211020).

Letterbox Library, 8 Bradbury Street, London N16 8JN. (081 254 1640).

Minority Rights Group, 379 Brixton Road, London SW9 7DE (071 978 9498).

Multicultural Education Resources County Service, 66 Cedar Road, Bedford MK42 0JE (0234 364475).

Multicultural Teaching, Westview House, 734 London Road, Oakhill, Stoke-on-Trent ST4 5NP (0782 745567).

Multi-Link, 5 Alexandra Grove, London N12 8NU (081 446 9422).

National Association for the Teaching of English (NATE), 50 Broadfield Road, Broadfield Business Centre, Sheffield S8 0XJ (0742 555419).

National Religious Education Centre, West London Institute of Higher Education, Borough Road, Isleworth, Middlesex TW7 5DU.

Oxfam Education Department, 274 Banbury Road, Oxford OX2 7DZ (0865 311311).

Refugee Council, Broadway House, London SW8 1SJ (071 582 6922).

Runnymede Trust, 11 Princelet Street, London E1 6QH (071 375 1496).

Soma Books, 38 Kennington Lane, London SE11 4LS. (071 735 2101).

Tamarind Ltd, P O Box 296, Camberley, Surrey GU15 1QW. (0276 683979).

Working Group Against Racism in Children's Resources, 460 Wandsworth Road, London SW8 3LX (081 627 4594).

Information about new materials is regularly featured in the journal ***Multicultural Teaching***. Publication details are available from Trentham Books, Westview House, 734 London Road, Oakhill, Stoke-on-Trent ST4 5NP (0782 745567).

8 Background and Acknowledgements

This book had its beginnings in a national conference held in 1991 at the University of Warwick, arranged in collaboration with Warwickshire Education Authority and attended by about 115 educationists from all parts of the country.

The conference regretted that the National Curriculum Council had decided not to issue formal guidance on the multicultural dimension of the national curriculum, and considered that the failure to issue an official document would imply to teachers, headteachers and governing bodies throughout the country that issues of racial equality and justice in education are of little importance within the context of the Education Reform Act, and can be ignored.

Conference members therefore requested the Runnymede Trust to set up a working group to compile a document to provide authoritative guidance and advice. In 1992 the group issued a consultative document, entitled *Equality Assurance in the School Curriculum*. About 2,000 copies were circulated throughout the country and many meetings and conferences were organised to discuss it. In the light of the many suggestions for improvement which were received, this revised and expanded version has been compiled.

The working group was chaired by Dr Frances Jowell, who is a trustee of the Runnymede Trust. Most of its members were drawn from participants in the conference on the Education Reform Act at the University of Warwick, mentioned above. They are as follows: **Ranjit Arora**, Bradford and Ilkley Community College; **Maud Blair**, Open University; **Elaine Brittan**, Warwickshire LEA; **Carlton Duncan**, George Dixon School, Birmingham; **Chris Gaine**, West Sussex Institute of Higher Education; **Ros Garside**, Tameside LEA; **Andrew Hannan**, University of Plymouth; **Sheelagh Harris**, Newham LEA; **Fabbeh Husein**, Leeds LEA and Bradford and Ilkley College; **Daphne James**, Oxfordshire LEA; **Celestine Keise**, Islington LEA; **Anna King**, University of Cambridge and King Alfred's College, Winchester; **Gillian Klein**, *Multicultural Teaching*; **Michael Marland**, North Westminster Community School; **Terry Mortimer**, Avon LEA and Kirklees Metropolitan Council; **Giti Paulin**, Oxfordshire LEA; **Raj Sandhu**, Wellington Primary School, Tower Hamlets; **Mustafa Shaikh**, Somerset LEA and Dorcan School, Swindon; **Sam Sharma**, Warwickshire LEA; **Iram Siraj-Blatchford**, University of Warwick; **Rohan Sivanandan**, Greenwich LEA; **Claudette Williams**, University of North London. The group's secretary was Robin Richardson, director of the Runnymede Trust.

In response to consultative versions of parts of this book, the working group received written submissions from individuals and groups based at the following institutions or organisations: Association of Metropolitan Authorities; Aylesford School; Bottiston Village College; Carterton Community College; Centre for Global Education, York; College of Ripon and York St John; Commission for Racial Equality; Crewe and Alsager College; Department for Education; Development Education Centre, Birmingham; inspection and advice services in the following local education authorities: Barking and Dagenham, Barnet, Berkshire, Bradford, Devon, Dorset, Ealing, Enfield, Gwent, Hackney, Hampshire, Hertfordshire, Hounslow, Kensington and Chelsea, Lancashire, Leicestershire, Liverpool, Newham, North Tyneside, Northamptonshire, Oxfordshire, Richmond, Sandwell, Somerset, South Tyneside, Tameside, Sutton, Tower Hamlets, Waltham Forest, Warwickshire, Wiltshire; Islamic Academy; Luton College of Higher Education; National Anti-racist Movement in Education; National Curriculum Council; National Union of Teachers; North Riding College; Open School; Park Community School; Royal Anthropological Institute; Save the Children; the universities of Birmingham, Bradford, Cambridge, Central England, Leeds, Liverpool, Manchester Metropolitan, Nottingham, Oxford, Plymouth, Reading, Warwick, York, and the Open University; Westminster College, Oxford; Wellingborough Racial Equality Council; Whitefield School; Wickersley School; the World Studies Trust; and Yalding Primary School.

Individuals who sent written comments and suggestions include Terry Allsop, Ilona Aronovsky, Ali Ashraf, Phil Andre, Roland Azor, Sally Barnes, Jill Barton, Jonathan Benthall, Rakesh Bhanot, Paul Bellingham, Roy Blackman, Waltraud Boxall, Verna Brandford, Ralph Braunholz, Margot Brown, Sylvia Brown, Roz Carter, Jane Connolly, Isobel Cooper,

Paul Crofts, Jeremy Cunningham, Rod Cunningham, Shirley Darlington, Julian Davies, Hilary De Lyon, Maureen Douglas, Graeme Easedown, John Eggleston, Michael Evans, Neil Ferguson, John Field, John Fines, Marian Fitzgerald, Susanna Garforth, Dawn Gill, David Gillborn, Jagiro Goodwin, Kathy Gore, Gloria Grice, Robin Grinter, Wendy Hanstock, Malcolm Harris, Don Harrison, Sue Harrison, Molly Hattersley, Sandip Hazareesingh, Chris Henshaw, Maurice Hobbs, Jane Hobday, Cathie Holden, John Hull, Bob Jackson, Maude Jones, Hassan Kayani, Iris Keating, Pat Keel, Akram Khan-Cheema, Rosemary Laidlaw, Jane Lane, Jim Layton, Robert Long, Turkay Mahmoud, Wayne Marland, Ian Massey, Will McBurnie, Jane McGregor, Barbara Marshall, Abul Maula, Rosemary Mitchell, Alan Morland, Susan Murray, Jay Myers, Beverley Naidoo, Maria Noble, Heather Norris Nicholson, Tony Ovens, Gwen Palmer, Marie Parker-Jenkin, Elizabeth Payne-Ahmadi, Lesley Phillipson, Shahin Popple, Erica Pounce, Martin Pounce, Annette Purvis, Michael Reiss, Geoff Robson, Silvia Rogers, Anna Sallnow, Marika Sherwood, Mary Schley, Sharanjeet Shan-Randhawa, Marika Sherwood, Catherine Sinclair, Scott Sinclair, John Siraj-Blatchford, Tony Smith, Jay Snow, Hugh Starkey, Miriam Steiner, Maggie Stockton, Glenn Strachan, Carrie Supple, Kirsteen Tait, Hazel Taylor, Shahla Taheri White, Beverley Thomas, Charles Ullah, Alan Vincent, Rex Walford, Peter Wardle, Silvaine Wiles, Ian Wilkinson, Shirley Williams, Watkin Williams, Angela Wood, Chris Woodhead and Tom Wylie.

Lecture series and conference

In 1991-1992 the Runnymede Trust worked with the University of London Institute of Education to provide a lecture series and a national one-day conference on aspects of education for citizenship and cultural identity, with the intention that these should contribute to the preparation of *Equality Assurance in Schools*. Speakers and lecturers included Yasmin Alibhai-Brown, Maud Blair, Jagdish Gundara, Sue Harrison, Gus John, Tariq Modood, Julia Neuberger, Franki Ord, Alex Porter, Bhikhu Parekh, Don Rowe, Hugh Starkey and Dafydd Elis Thomas.

The Runnymede Trust

The Runnymede Trust is an independent charity set up in 1968 concerned with issues of racial equality and justice. Its aim is to help strengthen and shape policies and projects which:

- work towards eliminating all forms of racial discrimination
- promote mutual respect, appreciation and learning between different traditions and values
- release and develop the resources, talents and skills of all members of society.

The Trust's previous work in education has included the provision of summaries of three major reports, respectively the Swann Report, the Eggleston Report and the Burnage Report, and the provision of an annotated and comprehensive bibliography. Its monthly Bulletin frequently carries articles and items about education.

Financial assistance

The Runnymede Trust is grateful to British Rail, the Hilden Trust, Marks & Spencer and the Alan and Babette Sainsbury Charitable Fund, for assistance in the preparation and publication of this book.

Trustees

The chairman of the Trust is Anthony Lester QC. The vice-chair is Valerie Amos, chief executive of the Equal Opportunities Commission. The other trustees are Tassaduq Ahmed MBE, Lisa Aziz, Diana Brittan, Christopher Haskins, Frances Jowell, Rabbi Julia Neuberger, Professor Bhikhu Parekh, Trevor Phillips, Anthony Rampton, Nasreen Rehman, Joan Reid, Jim Rose CBE, Pranlal Sheth and Philip Ward.

Photography and design

The photographs in this book are by Andrew Coates (left) and The English Centre (right) on page 10.

The book was designed and produced by "technicalgraphics", 44 East Street, Chichester, PO19 1HQ Tel: (01243 539222).

The cover design is by John Stipling of Trentham Book Design.

9 To be Continued

This book has been compiled through a lengthy process of consultation, as outlined on pages 69–70. The process will continue after the book has been published, for inevitably there is still much unfinished business. In any case there are likely to be important developments in the 1990s, both in schools and in society more generally, which could not be foreseen at the time that this book went to press.

We envisage that the processes of consultation which produced this book will continue, and will be reflected in articles in the journal *Multicultural Teaching*, and in *The Runnymede Bulletin* and further documents. Such articles are likely to touch on theoretical issues relating to the key concepts of equality, 'race' and cultural identity, and to include case-study descriptions of practical teaching.

If you would like to contribute please write to: Equality Assurance, The Runnymede Trust, 11 Princelet Street, London E1 6QH.

Publishers' addresses

The Runnymede Trust,
11 Princelet Street,
London E1 6QH
(0171 375 1496)

Trentham Books,
734 London Road,
Stoke-on-Trent ST4 5NP
(01782 745567)

EQUALITY ASSURANCE IN SCHOOLS

Quality, Identity, Society

a handbook for action planning and school effectiveness

The Runnymede Trust

This book has been created by a working group set up by the Runnymede Trust. Its aim is to support the implementation of new legal requirements affecting the curriculum in schools, including the requirements of the National Curriculum. It is particularly concerned with issues to do with race equality and cultural diversity, entitlement and citizenship.

ISBN: 0 948080 91 4
Price: £5.95

144

145

Trentham Books *with* The Runnymede Trust